

PROJECT PROPOSAL

"The Orchestra"

METHODOLOGY, PEDAGOGY AND
FOUNDATIONS OF ENGLISH LANGUAGE IN
EARLY YEARS EDUCATION

Carmen Alario

Ana Isabel Díez



**4th Degree in Infant
Education**

(2013-2014)

Carmen Alba Salador

Ilda Laorga Sánchez

Cristina Laspeñas Cubero

Sara Santamaría González

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A. Introduction

After the admission of Spain in the European Union, the learning of a foreign language has become necessary. For this reason, educative policy has included the teaching of the foreign language, in our case the language is English, in the formal education.

With the elaboration of this work, we expect to develop project which can be useful in the real classroom. The title of the project proposal is “The orchestra” which is related with music.

According to Goodkin, “When the music is part of our life, our brain and our body grows differently. The music may wake up talents in children who otherwise are difficult to arise.”

As the Goodkin says, the music is an important part in the education of our children to achieve their integral development.

According to Punset the music is a social event with a universal language because everybody, independently their age and their origin, are thrilled with the same music.

In this work at first, we find the justification, where is talked about the theories and the curriculums related with the project proposal.

The next part is the school context/setting that explains that the educative centre chosen to base the project proposal is a British Council School, which are the main programmes and the student typology.

In the third section appears that the project proposal is formed by the methodology, the classroom, the routines, the lesson overview and the project proposal's development.

Finally we can find the conclusions that came out during the creative process of this work and the bibliographic references used to complete the project proposal.

B. Justification

In this section we talk about the mains theories and curriculums which support in the later project proposal.

1. THEORIES

➤ CONSTRUCTIVISTIC APPROACH:

Constructivism is an approach that is based on a theory of learning. This approach gives the means to create their own learning through a series of individual constructs.

The Constructivism is a pedagogical current, is based on experimental learning through real life experience to construct knowledge.

It gives children the necessary tools to build their own method for resolving their problems. This process involves that pupil's ideas go changing, so they can continue their learning.

1. Montessori:

With this method, Maria Montessori had many accomplishments. It is a method of educating young children that stresses development of a child's own initiative and natural abilities, especially through practical play.

This method allowed children to develop at their own pace and provided educators with a better understanding of child development.

2. Doman Method:

We are going to use this method to introduce it in our project. We use a color code to associate the colors with the families of the instruments during the project "the orchestra", for instance the green group is corresponded with

the string family, the red group with the percussion family and the blue group with the wind family. This theory works with visual elements (visual intelligence).

3. Vygotsky:

Vygotsky has some learning theories. The project proposal has two principal supports at: ZPD and the social behaviour.

According to the ZPT theory, Vygotsky alludes to the difference between the skills that children have and the skills that the pupils will have with adults help.

With this theory, Vygotsky alludes to the difference between the skills that children have and the skills that the pupils will have with adults help.

One first level consists to work and to solve problems without any help, this is a real level development.

The potential level of development is the level of competence that a child can catch when he's guided and supported by another person.

The difference between these levels of competence is the ZPD.

Vygotsky said that the lower limit of ZPD is the level of skill reached by the child working independently and the upper limit is the level of potential skill that the child is able to reach with the assistance of a more capable instructor.

Other important element which is affirmed by Vygotsky is the social behaviour. According to the social behaviour, the child acquires a social aspect in the language in human development.

➤ COMMUNICATIVE APPROACH:

1. Language Acquisition Device (Chomsky).

Chomsky believes that children are born with an innate ability to learn any human language.

Also, Chomsky believes that every child has a 'language acquisition device' or LAD which relates the principles of a language and its grammatical structures into the child's brain.

For that, they have only to learn new vocabulary and apply the syntactic structures from the LAD to form sentences.

Another Chomsky's thought is that a child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular.

This theory can be applied to all languages as they all contain nouns, verbs, consonants and vowels and children can learn easily and acquire the grammar.

Every child, regardless of their intellectual ability, acquires fluency in their native language when they are five or six years old.

We plan the contents according to the semantic and morphological structures of each age.

2. Language Acquisition Support System (Bruner).

Bruner said that social interaction has a fundamental role in the development of cognition in general and language in particular. He thinks that children learn language to communicate, and, at the same time, they also learn the linguistic code.

To Bruner is very important the interaction between the parents and child, the Learning "scaffolded" and he support the Language Acquisition Support System (LASS).

Bruner concentrates in how the child represented and organized their knowledge.

Bruner's approach was characterised by three stages:

- The first, the enactive level, is where the child manipulates materials directly.
- The second, the iconic level, where the pupils deal with mental objects images but don't manipulate them directly.

- The third, the symbolic level, where children are strictly manipulating symbols and no longer mental images or objects.

To acquire this learnings, it's very important that the children surrounding environment has to be safe and attractive.

Bruner believes that the games are vital in the cognitive development. The games which work with the movements are the most important because through the movement children can remember the learnings (songs, facts...).

Following this theory, we are planed the significant activities and the classroom organisation that appear in the project proposal.

➤ MULTIPLE INTELLIGENTS: (GARNER)

According to Howard Gardner and his Theory of Multiple Intelligences, he defines the intelligence as "the ability to solve problems or create products that means value in the culture". Further, he extends the concept of intelligence. On the one hand, he stands that shining academically is not everything to face life, we need to develop other aspects.

On the other hand, he defines the intelligence as a skill which has two different parts, the one which comes with the person (genetic) and the one which we have to get (when we develop and use the genetic one along our lives).

People know the world through eight intelligences:

- Verbal-linguistic
- Logical-mathematical
- Visual-spatial
- Musical-rhythmic & harmonic
- Bodily-kinaesthetic
- Intrapersonal
- Interpersonal
- Naturalistic

The difference between people is the ability that we have in one or other intelligence, how we use and combine them to solve problems.

We are teachers, so we have to get that our children develop all types of intelligences through the activities we proposed. This way, we will get children ready to live in this world.

Through the Project Proposal, we will principally develop three intelligences in the children. We work **Musical-rhythmic & harmonic**, because the topic of the project is 'The orchestra' which is closely connected with it and the activities we have designed for this week-project will work aspects of this intelligence. Also we contribute to the **linguistic-verbal intelligence**, because we work listening (the orders we give, the conversation we have in group...) and comprehension of what we talked about (when they react to what we say). Also, we work **interpersonal intelligence**. We provide children a situation of social interaction, participation and cooperation.

Finally, other important intelligence related with our project is **kinaesthetic intelligent**. In this intelligence, kids learn easily through the movements and the actions. It's well known that body plays a vital role in the process of learning in infant education. This is the reason why we have included many activities of movement, doing children controlling the space and respecting the peers. The pupils use mental abilities to coordinate bodily movements.

➤ TPR (TOTAL PHYSICAL RESPONSE):

TPR is a method to teach a language created by J. Asher. In this method the teacher uses imperative sentences with gestures and children have to imitate him or her. It does not need the oral expression from the beginning but just the comprehension. Pupils remember the meaning of the orders because they associate the order with the gestures of the teacher (Illustrator). The phases of the process are:

- Demonstration: the teacher makes gestures and the pupils imitate him or her.
- Hesitation: the teacher says the order and produces the gestures few seconds later, so children could hesitate before the imitation.
- Checking: teacher checks if pupils understand without the gestures.
- Unexpected: the teacher introduces new orders.
- Role reversal: after repeating many times, pupils will be the ones who express the TPR orders.

Some advantages of the TPR are: the teacher does not expect oral answers, TPR keeps children busy, pupils who learn slowly can copy and it allows pupils to move.

2 BRITISH FRAMEWORK (2012)

The British Framework establishes that every child deserves the necessary opportunities to develop their skills. But in the Early Years that affirmation is even more important because in those ages what they learn affects their future. They need to grow up in a safe, happy and educative environment; they need their parents and their teachers to work together.

The Early Years Foundation Stage¹ establishes the best for the children, it seeks that all children have:

- quality and consistency,
- learning and development opportunities around the needs and interests of each child,
- partnership,
- equality of opportunity and anti-discriminatory practice.

And in their learning and development requirements they should be provided with:

- areas of learning and development with activities and experiences,
- early learning goals,
- assessment.

¹ Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children for birth to five. (2012)

In planning and guiding children's activities the teachers should follow the characteristics of the effective teaching and learning²:

- playing and exploring (engagement) through finding out and exploring, playing with what they know and being willing to "have a go".
- active learning (motivation) through being involve and concentrating, keeping trying and enjoying achievement what they set out to do.
- creating and thinking critically (thinking) through having their own ideas, making links and choosing ways to do things.

The British Framework established seven interconnected areas of learning and development in the Early Years. These areas are divided in the **prime areas** which are fundamental and support learning in all other areas:

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.¹ The Project Proposal provides range of situations where they can express themselves through talking.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.¹ The Project Proposal provides some situations where the children work with their bodies, like when they work with rhythm variations.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.¹ The Project Proposal works with this area along the whole project because

² Development Matters in the Early Years Foundation Stage. (2012)

the final goal is to become an orchestra developing their social and emotional relationship.

And the **specific areas** which grow out of the prime areas and include essential skills and knowledge providing important context for learning:

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.¹ The Project Proposal works with this area during the Reading Time and when they write some significant letters.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.¹ The Project Proposal works with this area when the children do a worksheet about counting and in the sequence of building instruments.
- Knowledge and understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.¹ The Project Proposal provides the opportunity to explore their world when they go to a concert in a real theatre.
- Expressive arts and designed involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.¹ The Project Proposal provides the opportunity to work in this area in the children performance where they have to express themselves through specific materials (instruments).

3 SPANISH FRAMEWORK (2006)

The curriculum of Castilla y León is based on “DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León.”

This document pretends to achieve an integral and harmonic development of the pupils in the physical, motoric, emotional, affective, social and cognitive aspects.

The learning of the second cycle is presented in three areas where are found the objectives, the contents split into blocks and the evaluation criteria.

In this cycle it is worked through globalization way, connecting the contents of the three areas. The three areas of the curriculum are:

1. Conocimiento de sí mismo y autonomía personal: this area helps children to build their own identity, establish the social and emotional relation, the autonomy and the personal care. Also this area worked to achieve the control of their body's movement
2. Conocimiento del entorno: in this area children learn to discover, understand and represented the real life favoring the insertion and participation in their own environment.
3. Lenguajes: comunicación y representación: this area helps to improve relations between the child and the environment as well as oral and written communication. Through language children structure their thinking, extend their knowledge of reality and establish relationships with peers and adults, to favor their emotional and social development....

The education in Spain is regulated by LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación (LOE). This is an official document where appears named the basic competences.

These competences are explained in REAL DECRETO 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria.

There are eight basic competences:

1. Linguistic: children use the language as oral and written communication. For example when children tell us their knowledge and when they write the letters.
2. Mathematic: consists on using the numbers and their basic operations. It also uses the mathematic reasoning for solving their problems. We use this when we work with sequences and cardinal numbers.
3. Physical world: is the ability to interact with the physic world. We work with this competence during the all project because know new things.
4. Information and Communication Technologies (ITC): this ability approaches to the digital resources. We use the whiteboard recourses.
5. Social and civic: this competence helps them to understand the real life where they live, cooperate and live together.
6. Cultural and artistic: these mean knowing and value the different cultural and artistic actions. We work with it when they listen different songs (music).
7. Learning to learn: with this competences pupils achieve different skills to start in their learning and to be able to continue learning even more effective and autonomous, according to the own goals and needs. We work with these competences along project proposal because we work with the independence.
8. Autonomy: provides to the pupils the knowledge and skills that they need to be independent. For example when they complete their self-assessment.

C. School context/Setting

1. SCHOOL DESCRIPTION

The school we are focusing in because is the only one which is British in Palencia (a small city) is the Public school **“Tello Téllez de Meneses”**. This school is situated in the north area of the city, in the San Antonio neighbourhood.

The school was finally denominated with the name “Tello Téllez de Meneses” in 1988 as a normal Public School (for Kindergarten and Primary Education), the first school of Palencia with this denomination. There, not only were formed children, also teachers in training, and this characteristic forced the school to be innovator through new methodologies and a more active participative teaching.

Also in 1988 the school became a “Special Educational Needs Students Integration School” (especially motor disabilities), in 1996 it counts with the “Integrations Communicative Technologies Programme” and in 1998 the school joined the “British Council Programme”, following the Spanish-British curriculum, as all British schools which are in Spain, becoming the only school of this nature in the city.

In addition, this school was the first one of Palencia city to join the “full time programme” in the year 2001-2002.

2. CLASSROOM LOCALIZATION AND EDUCATIVE SPACES

The “Tello Tellez” school has four floors with a lot of classroom and educative spaces. The Early Years classrooms are located in the ground floor. It has two lines in each course (A and B). For the Project Proposal, besides the Early Years classrooms for 4 years old (two), we need to name the following educative spaces:

- Psychomotricity Room (Ground floor)
- Early Rising Room (Ground floor)
- Two Bathrooms (Ground floor, near our 4 years old classrooms)
- Dining Room (Ground floor)

- Lift
- Nurse Room (Ground floor)
- Auditorium (First and Second floor)
- Music Room (Second floor)
- Physiotherapy Room (Second floor)
- Two Therapeutic Pedagogy Rooms (Second floor)
- Language and Audition Room (Second floor)
- Library (Third floor)
- ITC Room (Third floor)

3. STUDENTS TYPOLOGY

As we have said, the school is in the “San Antonio” neighborhood. This working-class neighborhood counts with 4.780 neighbors (census of 2002) live in this neighborhood, the 5’73% of the population in Palencia. But the data that we want to focus more, according with the Project Proposal is the number of enfant population: 494 (from 0 to 10 years old). It was an aged population but nowadays that is changing because of the new constructions.

According with these data, the school has more than 400 pupils, boys and girls from 3 to 12 years old. And according with their Plans, the school has some pupils with special educative needs, especially motor disabilities.

4. MAIN PROGRAMMES

The “Tello Tellez” school has many programmes. In generally, and mainly for early years, we are going to name the following programmes:

- Reading Development Plan.
- British Council (Bilingual Programme).
- Early Comers Programme.
- Dental Hygiene Programme.
- Book Fair.

- PROA Plan.
- Opened Schools Programme.
- Truancy Control and Prevention Plan.

But the most important Programme in the Project Proposal is the **British Council Programme**.

In 1996 the Ministry of Education and the British Council have signed an agreement aimed at developing an integrated curriculum in Spanish Public Schools (Kindergarten and Primary Levels). The British Council Programme is not the same as a normal bilingual curriculum developed by Castilla y León.

The main British program objectives are:

- To encourage the acquisition and learning of both languages through an integrated curriculum based on the contents.
- To sensitize the students about the diversity of both cultures.
- To facilitate the exchange of teachers and students.
- To promote the use of new technologies for learning foreign languages.

The main features of the British program are that it works in public schools, they start when children are 3 years old. It based on a comprehensive approach, guidelines for the development of integrated curriculum, developed by the Ministry of Education and British Council. In Kindergarten Education the programme established six or seven sessions per week, also it introduces early literacy learning in English, in order to complement the listening and speaking skills, as well as promote better language competences. The programme also includes Linguistic Advisers/Helpers, specifically in the Tello Tellez school they should have four. Now, the Advisers are not natives from England but Spanish teacher “highly qualified in the English Language”.

The British Council Programme doesn't prejudicial the mother tongue development according with a test done with that purpose.

5. MOSTLY MORNING TIMETABLE

	LESSONS TIMETABLE		EXCLUSIVE HOUR	COMPLEMENTARY SERVICES OF THE TELLO TELLEZ SCHOOL		
	TEACHERS	PUPILS	TEACHERS	EARLY COMERS PROGRAMME	DINNING ROOM SERVICE	EXTRA AND COMPLEMENTARY ACTIVITIES
<u>September</u> <u>2013</u>	09:00-14:00	09:00- 14:00	14:00-15:00	07:45-09:00	14:00- 16:00	
<u>From</u> <u>October</u> <u>'13</u> to <u>May '14</u>	09:00-14:00	09:00- 14:00	16:00-19:00	07:45-09:00	14:00- 16:00	16:00-20:00 SCHOOL AND AMPA NO COMPULSORY
<u>June</u> <u>2014</u>	09:00-13:00	09:00- 13:00	13:00-14:00	07:45-09:00	13:00- 15:00	13:00-14:00 AMPA
BREAK TIME: <u>From September to May:</u> <ul style="list-style-type: none"> Kindergarten Education: 11:00-11:30 Primary Education: 12:00-12:30 						
LESSONS TIMETABLE: <u>June 2014</u> <ul style="list-style-type: none"> Kindergarten Education: (4 lessons). 1º 09:00-10:00/ 2º 10:00-11:00/ Break 11:00-11:30/ 3º 11:30-12:15/ 4º 12:15-13:00 Primary Education: (5 lessons). 1º 09:00-9:45/ 2º 09:45-10:30/ 3º 10:30-11:10/ 4º 11:10-11:45/ Break 11:45-12:15/ 5º 12:15-13:00 						

D. Project Proposal

The Orchestra is a project designed for children in Early Years Education, specifically for children who are 4 years old. It will be put into practice in the third term of the school year. We considered that the following project proposal will help the children with motoric problems having into account that the educative centre is a Special Educational Needs Students Integration School. From now on we develop the project proposal.

1. METHODOLOGY

In the present “The Orchestra” project we work with a global method, we count with all the areas of the curriculum.

The methodology we use to put into practice our Project proposal will be through the experimentation and the game. Besides, we propose group activities to promote an active and participative method in which children feel the principal character of learning process. All starting from the prior learning that children have to get new significant learning. This significant learning is based on the Ausubel’s theory.

Carrying out the Project proposal we have also based on the multiples intelligences of Bruner, standing out the musical and the kinesthetic intelligences, considering that children develop both skills in all the music activities of the project.

For children feel safe, relaxed, and comfortable, their participation in the activities should be spontaneous and cheerful, we try to create an affective classroom, as Brunner said needs to be done.

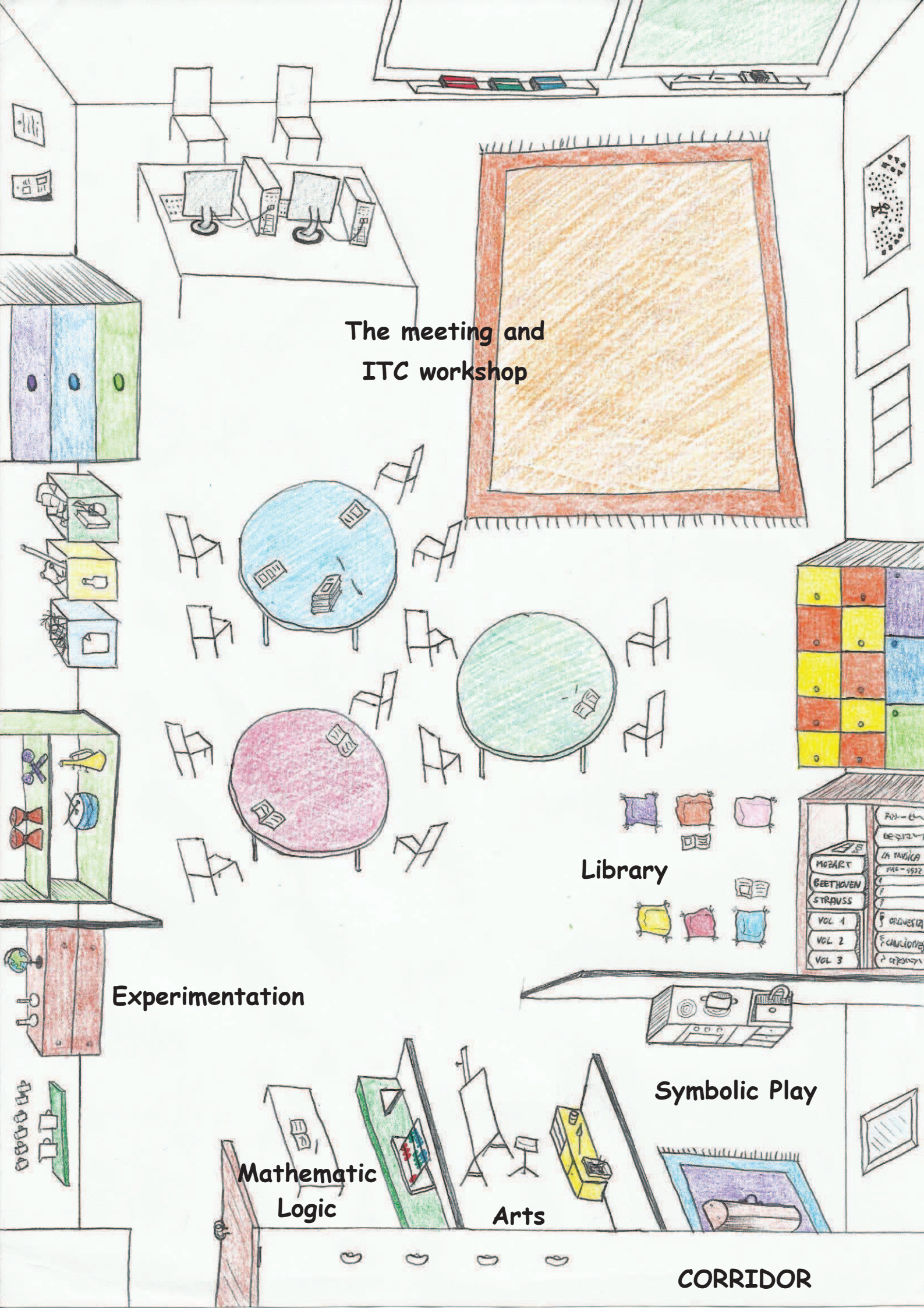
Finally, we encourage the principles methodological of Maria Montessori in the classroom such as the independence and the ability to choose, whose practice will develop the structure and the order, the respect and the initiative; and the importance of the resources, so we take into account the educative centre’s resources where we will carry out our project proposal, to adapt our activities to their resources.

2. OUR CLASSROOM

2.1. PLANIFICATION

Our classroom has three tables with six or seven children in each table. It also has a blackboard and a whiteboard, a mural with their works, the lockers, a wardrobe with materials, (and other closet with the instruments that they made), a space with mugs and steins for drinking when it's necessary and a space for recycling with three rubbishes (paper, plastic, organic).

The corridor will be used to hang their coats and get the “babies” before enter in the class. The classroom will have five workshops and a meeting/ITC area. We will use each workshop for different activities according with the timetable.



The meeting and
ITC workshop

Library

Experimentation

Symbolic Play

Mathematic
Logic

Arts

CORRIDOR

2.2. WORKSHOPS

➤ The meeting and ITC workshop: (near the blackboard and the whiteboard).

The Spanish meeting is a time to talk about the weather, the kid in charge count how many children there are in class and who aren't, in this time the children do the routine "Hello" and sometimes, for example Mondays, they talk about the weekend.

The English meeting has a task to promote reflection on conflict resolution, analyzing the attitudes of children and putting themselves on someone else place, actively participate in large group activities, to use the language more suitable to different solutions, to use the written language to know their own name and of their peers.

The ITC area is designed to identify the computer as a way of communication, to meet the different functions, to solve simple tasks, easily and specific to their capacities and limitations.

Maintain proper coordination and body control in recreational activities involving both global and segmental motion.

Develop proper hand-eye coordination to position the mouse pointer etc.

➤ The first workshop; LIBRARY.

This area will be used to interest the children in the world of reading and writing. They must know the items included in a library like bookshelf's, chairs, tables, carpet, books, cushions, etc.

Also, to help them learn to listen and respect the shift of communication in a dialogue, a discussion, a narration and they will be able to create their own productions with adult help.

➤ **The second workshop; ARTS.**

In this area the child will develop the creativity from plastics productions.

From this moment, the pupils create a very happy environment where the children manifest happiness for the chosen activity as well as creating a positive image of themselves.

They also express feelings, emotions with materials and plastics productions.

They experience different sensations and they transform depending of the materials used.

➤ **The third workshop; EXPERIMENTATION.**

In this workshop, the children act with objects, manipulate them, transform them and appreciate the effects that produce themselves and in the peers.

The children investigate and make discoveries. For them, “To learn is to realize experiences and to solve problems”.

➤ **The fourth workshop; SYMBOLIC PLAY.**

We can define the symbolic play as the play “to pretend” situations, elements and characters like if they were present, to being a basic process to guarantee a correct social and cognitive development.

They will also have a dressing box where they can investigate different paths; cooking, house work, farmers, etc.

Dressing and undressing is also used to learn, to put on clothes and taken them off to button up or not, etc.

Through the symbolic play the child feels free to act: he or she is who chooses the topic of the play, the character that will represent, etc.

This workshop consists to give them a place/space where is valid to live situations that they can't live in the real life. Also there is a mirror to experiment and to play.

➤ **The fifth workshop: MATHEMATIC-LOGIC.**

In this corner children could relate with everything around them and everyday's object. They identify the different amount in different groups, to relate these quantities and represent them with graphics.

The pupils pronounce and spell the numbers and letters they have learned, to write the numbers in a correct direction and to appreciate the variety of geometric shapes and manipulate objects that have geographic figures, and to learn the numbers through playing.

3. ROUTINES

➤ **HELLO, HELLO!**

First of all, we want to say that this routine allows children to develop some social skills at early years, specially the interpersonal competence, since is a good way to establish an interaction with other children. In this way, Vygotsky's second language acquisition theory says that language acquisition takes place during human interaction in an environment of the foreign language.

This routine is aimed to the level of four years old and it can serve for 3 years old, too. So, we only work with the first part of the song during this period at the beginning of the day when children are in the carpet ready to start the meeting. Our goal will be that children be able to follow the rhythm of the song and some words.

For this reason our routine is meaningful and attractive to children.

We have selected one specific moment in the Hello Action Song, in our case it is the moment when the teacher starts to sing the song and tries that the pupils follow her/him.

Now, the teacher going to share with them the most outstanding features that we've found applying the Interaction Discourse Analysis template.

The routine consists on this:

Come on! Let's see!

Hello! Hello! Hello, how are you?

The first move when the teacher starts with a positive affect display, to take student's attention, linked to an arm and hand movement associated to a rising intonation (paralanguage). Almost simultaneously children react accepting eye contact and using affect displays to inform the teacher of their interest.

Next move teacher and pupils move their right hand while teacher says "hello!" using a rising intonation and medium pitch. The non-verbal language he uses are illustrators and cues. As a third move, teacher and pupils move their left hand using the same paralanguage and non-verbal language that the previous hello.

Afterwards, in the fourth move teacher and kids move their right hand again but now with high pitch and a new illustrator as non-verbal language. And the last move, teacher and pupils extend their arms straight and they shrug while teacher says "how are you?" falling intonation and high pitch. More illustrator and cues are the non-verbal language.

All illustrators provide regulatory function to the song.

➤ MEETING

It's a first moment of the day, when the children hang their coats and put them the babies, they enter into the class and they start to sing the HELLO song. Then, they sitting down in the meeting and share information of their weekends with the teacher and their classmates.

The kid in charge is chosen by order of list. The first kid in charge is the first of the list and then they rotate. The second of the list will be the kid in charge the next day, etc.

After that, the kid in charge of the day count how many children there are in class and who aren't, he/she writes the date of the day and talk about the weather.

Also, sometimes the teacher remembers the commands of classroom, like:

- We up the hand when I want speak and respect the turn of the classmates when they are speak.
- We look after and pick up the materials that there are in the school.
- We sit down correctly and put the chair in their place.
- We wash our hand before the lunch and then the brake.
- We use the bins.
- We speak without yelling.
- We use "please" and "thank you".
- We share the materials.

In the meeting, the pupils also bring information or resources related with the topic to share with their classmates, etc.

➤ LINE UP

For students to develop intrapersonal competence, we select the routine "Line up". As through this routine children learn to control their behavior. In addition, students improve their social and civil competence. This routine is used for input and output of class and when the kids go and come back of the brake. This routine is used in the classroom, in the corridor and in the brake. We will work this routine through a song, because it is an

effective way so that children know what they have to do. The teacher will divide the class into three large tables to perform this routine.

To begin with this routine the teacher start say ***Stand up!*** And she/he would move her hands down and up, she using high pitch and using an emblem and with eye contact. With this order children stand up. Then the teacher would go to first table and would help children to get one after the other, while she says ***In line up!***, using high pitch, illustrator and eye contact. Children would form one line for each table maintaining the eye contact. Later, the teacher would extend her arm with an open hand and would say ***Stop!***, using high pitch, emblem and eye contact. The children would stop and would maintain eye contact. In this moment the teacher said ***Make a line!*** And she/he would take the first child of a line and would put child's hands on her waist. They would walk to the other table with this line, using illustrators and eye contact. Children would walk with the teacher in line.

Next the teacher would be out of the line and would take the first child of second table and would join these line with the other line, while she would say ***Put together!***, and she would use emblems and eye contact. Later, the teacher said ***Line up!*** and she/he moves the arm forward and back with the paralinguage falling rising intonation, the non-verbal language are eye contact, illustrators emblems and cues, at the same time, children walking with the teacher and making eye contact. Later the teacher says ***Everybody line up!*** while she moves her arm form outside to inside, and she would use emblems, illustrator, cue and eye contact. The children walk with the teacher. Repeats the phrase ***line up!*** And then the teacher says ***walk in your site!*** And she/he punting her/his feet and she/he walks in her/his site. The teacher would use emblems, illustrator, cue and eye contact. With these order the children would walk in their site trying don't step on other children. Later the teacher would say ***Stop!*** And she/he would extend her/his arm with an open hand using an emblem and eye contact, all with high pitch. The children would stop and would maintain eye contact. Finally teacher says ***Well done!*** She/he raises his/her thumb finger using pitch high using emblem and eye contact.

Along the entire discourse analysis the function is regulatory and when the teacher says line up also is informative because she/he says where to go.

The move that teacher makes is “your arm from outside to inside”. The actor is the teacher and the speech acts is “everybody line up”, this is an emblem. Paralanguage is “falling and rising”. Non-verbal language is “eye-contact”.

The function is “regulatory”. Children walk until the teacher and walking with her/him in line.

➤ LUNCH TIME

General tips:

It is class culture. With this routine we want to develop the autonomy on our children. The theory based on is the “Multiples intelligences” of Gardner: Linguistic-verbal through the song and the actions we asked children to do once we say the commands; Bodily-kinesthetic because they will get the control of their body; Interpersonal because we encourage the social interaction through the groups.

Description:

- At lunch time the teacher rings a bell and says: “LUNCH TIME!!”
- The teacher start singing the song: “I feel so hungry (bis), I think is time for us, to have lunch”. The students at the beginning just listen (later time they will hum and finally sing).
- The teacher says and point at the beginning which group start going to their places and continue guiding the turn of the other groups: “Blue table group” “Green table group”...
- The children go in small groups to their space to get their lunch and back to their tables, to their sits.

- The student who is in charge that week has to deliver one napkin to each student. The teacher will encourage the children to thank the action being the teacher itself the one who says “Thank you” at the time they received the napkins.
- The teacher starts “singing” and making the gestures they need to learn how open their lunch pack. The students will learn them. Also teach them how to take the fork and pick the pieces of fruit.
- The children eat lunch sitting and calm.
- When they finished they leave the bottle/small bags/tuper in their tables and wait for the others finished.
- When everyone has finished stand up again by groups to throw the garbage in the right place and leave the packs in their spaces. The teacher says the order of the groups.
- They come back to their sits.
- Finishing the routine the teacher asks: “Have you eaten well?” “Did you like it?”. The children answered: “Yes!!” or “No!”.

➤ CLEAN UP

This routine develops and works the personal autonomy competence. With this routine we want students start to be autonomous in the way to pick up their own materials in the class when they finish the exercise or task.

To work this routine, we`ve chosen the song “clean-up” because is simple and dynamic, besides, it is repetitive too.

How?

Firstly, we will try that pupils follow the rhythm of the song and associate it with the aim of pick up and put away the things in place.

The first move will be play the tambourine, so this sound will mean that it’s time to clean up. In this moment the teacher wants to call the attention of the children, for them to

know that it's time to pick up the material and finish the task. The teacher will open her eyes and eyebrows and will move her head looking all pupils (paralanguage), also she will be smiling to give a good feeling about the routine (affect display).

In the second move students will pay attention the teacher and they will have to stop to do the activity.

In the third move, the teacher will approach the place of tables, to remain close to children.

Some students will start to pick up and sing the "clean up" song when the teacher approaches of them, because they recognize that it's time to pick up. It will happen during the fourth move.

In the fifth move she will begin to sing the "clean up" song, besides she will help their bringing near the box (emblem) during the first days, until they learn how they have to do it.

When the song says "everybody" the teacher will do the following emblem (move sixth): she will point to each student and then she will point the box. This emblem means that all students must participate in this action together. One of the targets that we want to encourage is the cooperative learning.

During the last phrase of the song the teacher will look all pupils and she will do an illustrator for example "taking the material and putting in the box" (seventh move).

In the eighth move pupils put away the materials from the task into the box and they will help each other, following teacher's behavior.

When they finish the routine the teacher will strengthen their saying well done, or doing positives moves, like okay cue's (ninth nine)

The "clean up" song will be sung almost one time in each table, above all during the first days.

In our routine will predominate the regulatory function, because the emblems and illustrators, which are used by the teacher, it regulates all the moment the behavior of the students.

When children will learn the routine, the teacher only will sing the song and will observe that pupils doing the routine correctly. Little by little children also will begin to sing the lyrics of the song, and at the end of the course, they will can to sing the complete song.

➤ WORKSHOPS

Every day, the children will have a time to working on the workshops. In the classroom there is a card with the five areas and the three families of instruments where the children are divided.

All mornings, the teacher put each group of children in an area, so the children can see to which workshop they have to go that day.

➤ READING TIME

This time provides the children a moment of calm and trust, it's needed in early ages, allowing them a largest personal autonomy, the knowledge of temporary structures and sequential notions. It's help them to learn the live through the natural form.

Every day of the week we have programmed a tale (13:30-13:45h); this tales can be of the library, the children can bring them of their homes, also, they can invent it with help etc. The kid in charge of each day will choose the tale.

In this moment, the children know that they have to be sitting with their cushions in the meeting and then they have to be attentive and quiet.

As we are working with the project "the orchestra", on Monday, the teacher will choose a tale associated with the topic. For example:

-Piccolo, Arpín y Baquecaja-

Y cuenta la leyenda:

Érase una vez 3 pequeños amigos que vivían en el poblado de Musicolandia, cerca del bosque Concertino.

Se llamaban Piccolo Flauto Pi rri pipí, Arpín Lin Lan, y Baquecaja Rataplán.

Piccolo era el más pequeño de los 3 (por eso le llamaban Piccolo), rubito y de ojos azules.

Arpín era la niña del grupo. Con largo pelo negro azulado y ojos asiáticos rasgados. Era muy valiente y llevaba a todas partes el pequeño arco de juguete que su abuelo le construyó.

Baquecaja era el más fuerte, con densos rizos y piel negrita.

Pues señor, una tarde fueron nuestros amigos a jugar al bosque.

Sucedió que el pequeño Piccolo encontró una ramita hueca y por curiosidad se le ocurrió soplar. ¿Qué diréis que pasó?: ¡Salió un sonidooooo! Entusiasmado Piccolo empezó a soplar, pero con tanta fuerza que una de las veces se le cayó la ramita y se le hizo un agujero. ¡Oh qué pena, se estropeó su querida ramita! Desconsolado, probó sin esperanza a seguir tocando, pero para su alegría descubrió que el sonido seguía saliendo,... aunque algo diferente. Así que empezó a experimentar con agujeros y sonidos (habría nuevos agujeros, tapaba unos, cerrabas otros) Y tan absorto estaba que se olvidó de sus amigos.

Por cierto, decidió ponerle un nombre a su ramita, y claro escogió el de Flautín

Arpin se enfurruño pues les faltaba el compañero de juegos. Aburrida jugueteo con la tensa cuerda de su arco. Y ¡cosa mágica! También salió un sonidooooo. A Arpín LL le encantó ese sonido, así que pensó ¿y si pongo dos cuerdas para hacerlo más intenso? Dicho y hecho, cogió el lazo de su pelo y lo tensó en el arco: genial, ahora conseguía sacar más sonidos Y como había sitio para otra cuerda trenzó otra más con hojas vegetales. Estupendo, ya estaba listo. ¡Qué de sonidos podía conseguir con su arco transformado!

Por cierto, decidió ponerle un nombre a su arco, y claro le llamó Arpa.

Baquecaja estaba desconsolado, sus dos amigos se habían olvidado de él. Para descargar su fastidio BR cogió un palito y empezó a golpear un tronco tumbado en el suelo.

¿Adivináis ya qué pasó? ¡También salió un sonidooo! Feliz empezó a golpetear con con otros palos, con otros ritmos, No se cansaba de experimentar.

Por cierto, decidió ponerle un nombre a su instrumento: a los palos les llamó baquetas y al tronco, le llamó cajón

Como tocaba tan fuerte, su sonido atrajo la atención de sus dos amigos y de nuevo se reunieron, tocando cada uno su instrumento. Y se dieron cuenta de que al hacerlo juntos el sonido era más agradable y variado.

En ello estaban cuando acertó a pasar por allí la maestra de infantil del pueblo. Hacían tanto ruido que se paró a escucharles. Y dijo: niños, estupendo, está muy bien lo que estáis haciendo pero... ¿no os dais cuenta de que no os ponéis de acuerdo y cada uno toca su aire? A ver, os voy a organizar yo. Miradme y haced lo que os vaya indicando con las manos. Y claro, aquello sonó mucho mejor.

Y así fue como nació la primera orquesta del mundo.

➤ GOOD-BYE

This routine is the same that HELLO song routine but changing HELLO, HELLO HOW ARE YOU? for GOOD BYE, GOOD BYE, SEE YOU TOMORROW . It starts when the children come back to their homes.

4. YEAR PLAN (4 YEARS OLD-BRITISH)

The next template is the plan that we have designed and thought to develop. It is thought for a classroom with 4 years old children. We have based on the Sunshine Project B lessons to develop individual projects, all connected.

1ST TERM

<u>HELLO</u>	<u>U.1. HOCUUS POCUS</u> Topic: Body parts.	<u>"MERLIN" CHARACTERS TRANSFORMATION</u>	<u>DIVIDED BOOKS</u>	<u>HALLOWEEN</u>	<u>THE HOSPITAL</u>	<u>CHRISTMAS</u>
	Text: Narrative, instructional and descriptive.					
	Task: Dramatize the story, observing the changes in the physiognomy through magic.					
Areas: Personal, social and emotional development.	Areas: Knowledge and understanding of the world. Communication, language and literacy.	Areas: Personal, social and emotional development. Communicative, language and literacy. Creative development.	Areas: Knowledge and understanding of the world. Creative development.	Areas: Knowledge and understanding of the world. Creative development.	Areas: Personal, social and emotional development.	Areas: Physical development. Creative development. Knowledge and understanding of the world. Personal, social and emotional development.

2nd TERM

<u>U.2.THE MAGIC MIRROR</u>	<u>MIRROR</u>	<u>SELF PORTRAIT</u>	<u>CARNIVAL</u>	<u>U.3. DAY AND NIGHT</u>	<u>THE SPACE</u>	<u>THE CONSTELLATIONS</u>
Topic: Body parts and geometry				Topic: Time (day and night) and daily routines.		
Text: Instructional, Narrative and Descriptive.				Text: Instructional, Narrative and Descriptive.		
Task: dramatize the story realizing of the relation of the body parts with geometry. Through magic.				Task: Dramatize the story realizing the change day/night through sun/moon-stars. When to go to sleep.		
Areas: Personal, social and emotional development. Mathematics development. Communicative, language and literacy.	Areas: Personal, social and emotional development. Mathematics development.	Areas: Personal, social and emotional development. Mathematics development. Communicative, language and literacy. Creative development.	Areas: Personal, social and emotional development. Physical development. Creative development. Knowledge and understanding of the world.	Areas: Knowledge and understanding of the world. Personal, social and emotional development. Communicative, language and literacy.	Areas: Knowledge and understanding of the world. Communicative, language and literacy.	Areas: Knowledge and understanding of the world.

<u>DAY AND NIGHT</u> <u>(GOOGLE EARTH)</u>	<u>EASTER</u>					
[ROUTINES] Areas: Personal, social and emotional development. Knowledge and understanding of the world.	Areas: Knowledge and understanding of the world. Creative development.					

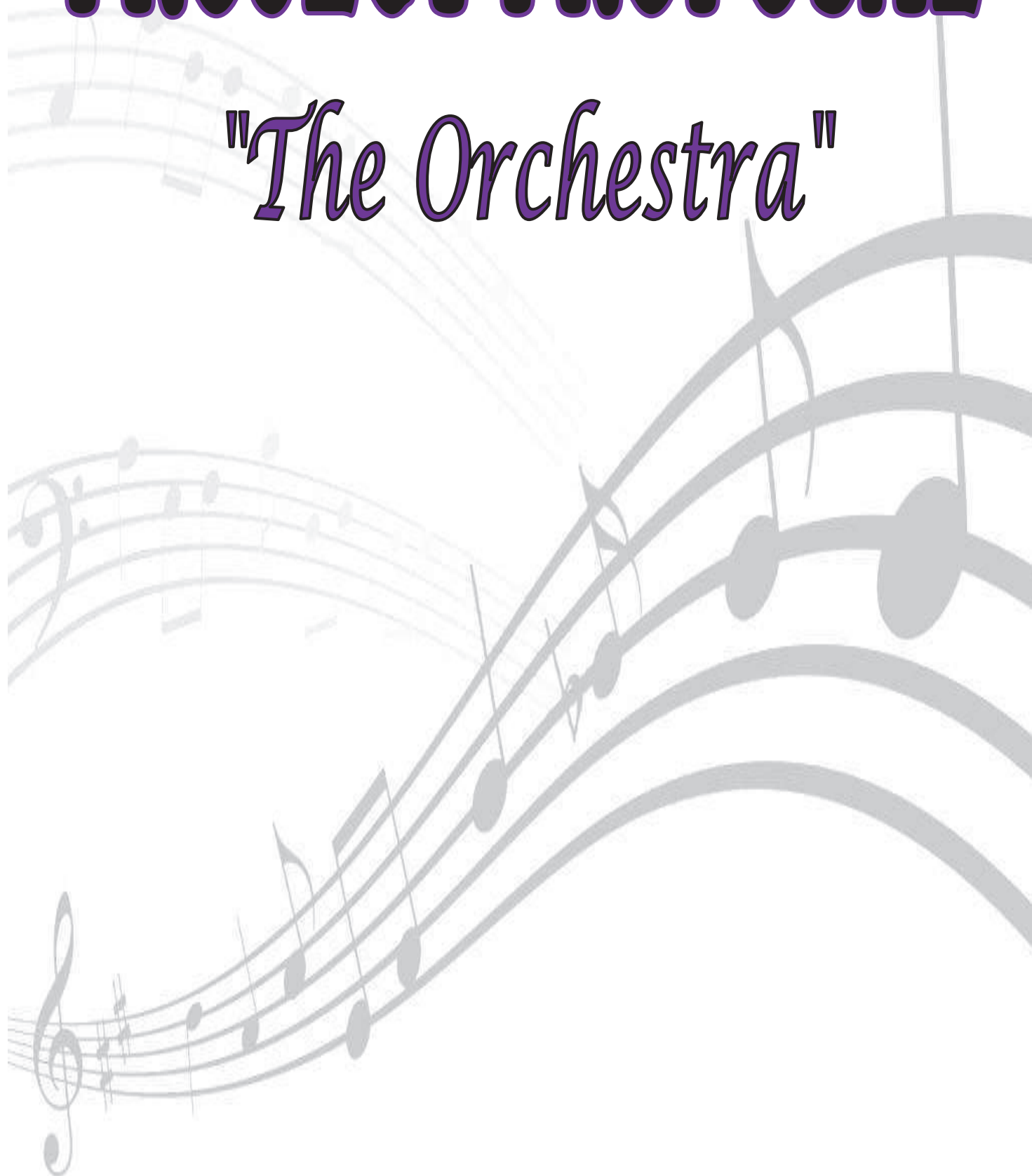
3rd TERM

<u>U.5. MISTERIOUS TRACKS</u>	<u>ANIMAL DIFFERENCES (VETERINARY)</u>	<u>PLACES TO LIVE (ANIMAL'S HOUSES)</u>	<u>DIFFERENCES BETWEEN ANIMALS (TEXTURES)</u>	<u>U.4. THE MUSIC FESTIVAL</u>	<u>THE ORCHESTRA</u> (Week 34: on May 19 – 23)	<u>REGIONAL DANCES</u>
Topic: animals and places where they live				Topic: music, instruments and geometry.		
Text: instructional Narrative Descriptive				Text: instructional, narrative, descriptive		
Task: Dramatize the story, know the animals, their tracks and home. Don't be scared.				Task: Dramatize the story. Recognize some music instruments. Remembering geometry.		
Areas: Knowledge and understanding of the world. Communicative, language and literacy.	Areas: Knowledge and understanding of the world.	Areas: Knowledge and understanding of the world. Communicative, language and literacy.	Areas: Knowledge and understanding of the world. Communicative, language and literacy.	Areas: Creative development. Mathematics development. Knowledge and understanding of the world.	Areas: Knowledge and understanding of the world. Communicative, language and literacy.	Areas: Knowledge and understanding of the world. Physical development. Creative development.

<u>TRADITIONAL GAMES</u>	<u>FESTIVAL (PARTY)</u>					
Areas: Personal, social and emotional development. Knowledge and understanding of the world. Physical development.	Areas: Personal, social and emotional development. Knowledge and understanding of the world. Physical development. Creative development.					

PROJECT PROPOSAL

"The Orchestra"



5.1. SESSIONS OVERVIEW

About the unit/ Where this unit fits

Our project “The orchestra” is situated in the third term of the year. It’s in 5 Unit which is called “The Music Festival”. We will work this project in the week 34.

To organize our Music Festival one of the elements we need is an orchestra.

Prior Learning

They learnt the shape of the instruments that appear in the unit.
Working the unit, they already have some main ideas; In a festival there are time for playing the traditional games, dances and a festival party.

Language used in the unit

- Musical language:
- Orchestra words
 - Rhythms (movements)
 - Conductor (gestures)
 - Instrument families names
 - Scores (fun symbols)

Important Resources

- The instruments,
- the Documentation sheet,
- the mural of the orchestra,
- the tickets.

Expectations

At the end of this unit all the children must

- To recognize what is an orchestra.
- To identify the conductor.
- To identify instrument families.
- To play instruments.

At the end of this unit most of the children should

- To read and create a “fun” score.
- To make variations of the rhythms with their body or their body.
- To point where the conductor is situated in the orchestra.
- To recognize the sounds of the instrument families.
- To perform a song (Twinkle twinkle).

At the end of this unit some of the children could

- To discriminate a real score with a “fun” score.
- To identify where the instrument families are situated in the orchestra.

Sessions Overview

Session	Learning goals	Learning outcomes	Main activity	Assessment criteria
1 Monday	<ul style="list-style-type: none"> -To respect the speaking turn. -To become familiar with the orchestra. -To follow the rhythm of the song. -To practice the Active Listening. 	<ul style="list-style-type: none"> -To be in silence respecting the classmates turn and to speak when is their time. -To recognize a real orchestra or a picture of it. -To check the rhythm of the classmates and the teacher. -To move following the rhythm of the music. -To produce sounds following the rhythm of the music. -To be in silence when the music sounds. 	RHYTHMS: To follow the rhythm of the songs through instructional texts. <ul style="list-style-type: none"> • -Meeting and video about the orchestra. • -Following the rhythm through the games. • -Following the rhythm “Reloj musical vienés” and “Twinkle, Twinkle”. 	<ul style="list-style-type: none"> -To respect the silence being quiet. -To move their arms and hands following the rhythm of the music. -To say “this is an orchestra” when they see a real one in a video or a picture of it.
2 Monday	<ul style="list-style-type: none"> -To recognize the instruments as instruments, no ordinary items. - To recognize the function/purpose of the bell (code selected). -To recognize and follow the instructions given by the conductor and his/her function. -Explain/ share using verbal 	<ul style="list-style-type: none"> -To identify the different musical instruments among different other objects - Select/handle a musical instrument to play. -To identify/ and follow the instructions given by the conductor among the other members of the orchestra. 	CONDUCTOR: Who is the conductor? <ul style="list-style-type: none"> • To get the correct behaviour to go the music class. • To manipulate the instruments freely. • To play the instruments in three groups. (following the bell’s function). • To go deeper on the conductor’s function and the place where he is. 	<ul style="list-style-type: none"> -Classify instruments and other objects -To stop playing and move to the next table/colour when the bell rings. Follow the instructions given using a non verbal /musical code Follow the instructions pitch, tone, loudness, volume (start and stop). -To point/identify the

3 Tuesday	and/or non-verbal language the role of the orchestra conductor		<ul style="list-style-type: none"> Individual worksheet: Find the conductor. 	conductor in an orchestra poster.
	-To build the instruments. -To recognizes their instruments, their family and their place in the orchestra. -To know how to play their instrument. -To know how to write a letter.	-To stick the materials making up the instruments. -To associate each instrument with the correct family in the correct place in the orchestra. -To blow, pluck and move their instrument. -To write down the letter.	INSTRUMENT PLACES: Where are the instruments of the orchestra? / To build the instruments. <ul style="list-style-type: none"> To build the instruments and recognize their places in the orchestra. Talk about our instruments and to introduce the families of instruments. Present our mural and where is collocated each family. To experiment how to play each instrument. To stick the children's photos because they are the musicians. To write a letter for their parents to look for pictures of instruments. 	-They take the materials following the right steps. -They take the instruments of the correct box.
	-To know how to play the song. -To associate each instrument corresponding to	-To follow the correct rhythm of the song. -To stick some instruments in their correct place in the	INSTRUMENT FAMILIES: To rehearse the song and recognize the families of instrument. / To choose a conductor.	-They follow the rhythm of the song with their instruments. -They stick each instrument

5 Wednesday	<p>their family.</p> <p>-To recognize some instrument of each family in an orchestra.</p>	<p>orchestra.</p>	<ul style="list-style-type: none"> • To learn the conductor gestures and how to follow them. • Rehearsal of the Twinkle Twinkle song following the conductor gestures (teacher). • To chose together one kid conductor for each family and then the general one. • Documentation sheet: looking for instruments of the different families. • Individual worksheet: How many instruments we can count of each family? (Mathematics) 	<p>in the correct place in the orchestra.</p>
	<p>-To associate each sound with each family.</p> <p>-To recognize the silence</p>	<p>-To realize the correct gesture when the sound start.</p> <p>- To do the silence gesture when appear in the score.</p>	<p>SOUNDS: To recognize the different sounds of the different families and the silence.</p> <ul style="list-style-type: none"> • To associate each family with their gesture and with each sound. • Auditions → complete the template and check their answers. • Individual worksheets: to recognize sounds. • Meeting: conclusion. 	<p>-They stick each picture of correct form in the table.</p> <p>-They don't speak in the silence moments.</p>

<p>6 Wednesday</p>	<ul style="list-style-type: none"> -To recognize the scores. -To know how to read their score. -To know the different symbols of the fun score. 	<ul style="list-style-type: none"> - To know which score is real and which is fun. - To follow the rhythm of the song according with the score. - “To play” correctly the beats of each symbol. 	<p>SCORES: To know the scores, how to represent it and read it.</p> <ul style="list-style-type: none"> • To see the real and “fun” scores. • To learn the symbols of the “fun” score. • Activities for working “the silence” (two activities). • To create scores on the whiteboard and represent them. • To represent Twinkle Twinkle score. • Individual worksheets: to make their scores (puzzle). • To rehearse the Twinkle Twinkle song with their scores and their instruments by families with the general conductor. • To rehearse the song all together. 	<ul style="list-style-type: none"> - To select the fun score when they are going to rehearse. - To play their instrument following the rhythm of their score. - “To play” a beat when they see a heart.
<p>7 Thursday</p>	<ul style="list-style-type: none"> - To work the active listening. - To respect the commands. - To give their opinion about the visit. 	<ul style="list-style-type: none"> - To be in silence and paying attention. - To identify and accomplish the commands that the teacher says. - To share their ideas about 	<p>VISIT: a musician comes to our classroom.</p> <ul style="list-style-type: none"> • Someone comes and plays a song. • Game with the guest→to draw what they feel listening the 	<ul style="list-style-type: none"> - They are with the closed mouth and the opened ears. - They are sitting down in silence in their places. - They expound their ideas written.

8 Thursday		the visit.	song. <ul style="list-style-type: none"> To write a letter with their impression about the visit for their parents. 	
	-To respect the commands. -To participate in the performance.	-To accomplish the instructions that the teacher says. - To manipulate the instruments.	PERFORMANCE: “Twinkle Twinkle song” <ul style="list-style-type: none"> Rehearsal of the performance. Performance in the school. Meeting: conclusion 	-They walk slowly along the corridor. - They play their instruments.
	-To know the rules. -To experience a real concert.	-To respect the rules. -To look at and to listen to the music.	EXCURSION: Educational concert. <ul style="list-style-type: none"> To analyze how the tickets are. To comment the rules for going to the concert. Educational concert. 	-Children walk slowly. -Some pupils ask about the concert.

5.2 TIMETABLE

MONDAY		TUSDAY		WEDNESDAY		THURSDAY		FRIDAY	
9:00 9:15	15 min	HANGER HELLO SONG	HANGER HELLO SONG	HANGER HELLO SONG	HANGER HELLO SONG	9:00 09:15	HANGER HELLO SONG		
9:15 9:30	15 min	SPANISH MEETING	SPANISH MEETING	SPANISH MEETING	SPANISH MEETING	09:15 09:30	SPANISH MEETING		
9:30 10:45	1h 15 min	LEADING ACTIVITY RHYTHMS	LEADING ACTIVITY INSTRUMENT PLACES	LEADING ACTIVITY SOUNDS	LEADING ACTIVITY VISIT	09:30 10:00	MUSIC		
		30 min RELIGION			30 min RELIGION	10:00 10:45	LEADING ACTIVITY EXCURSION		
10:45 11:00	15 min	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	10:45 11:00	LUNCH TIME		
11:00 11:30	30 min	BREAK					11:00 11:30	BUS	
11:30 11:45	15 min	LINE UP BATHROOM	LINE UP BATHROOM	LINE UP BATHROOM	LINE UP BATHROOM	11:30	EDUCATIONAL CONCERT		
11:45 13:00	1h 15 min	LEADING ACTIVITY CONDUCTOR	LEADING ACTIVITY INSTRUMENT FAMILIES	LEADING ACTIVITY SCORES	LEADING ACTIVITY PERFORMANCE	13:00			
13:00 13:30	30 min	WORKSHOPS	WORKSHOPS	WORKSHOPS	WORKSHOPS	13:00 13:30	BUS		
13:30 13:45	15 min	READING TIME	READING TIME	READING TIME	READING TIME	13:30 13:45	BREAK		
13:45 14:00	15 min	GOODBYE SONG	GOODBYE SONG	GOODBYE SONG	GOODBYE SONG	13:45 14:00	GOODBYE SONG		

5.3. TEMPLATES

SESSION 1 (MONDAY)

SESSION 1 (MONDAY)		
Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> -To respect the speaking turn. -To become familiar with the orchestra. -To follow the rhythm of the song. -To practice the Active Listening. 	<ul style="list-style-type: none"> -To be in silence respecting the classmates turn and to speak when is their time. -To recognize a real orchestra or a picture of it. -To check the rhythm of the classmates and the teacher. -To move following the rhythm of the music. -To produce sounds following the rhythm of the music. -To be in silence when the music sounds. 	<ul style="list-style-type: none"> -To respect the silence being quiet. -To move their arms and hands following the rhythm of the music. -To say “this is an orchestra” when they see a real one in a video or a picture of it.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
<p>It will be use:</p> <ul style="list-style-type: none"> - Descriptive text when the teacher explains what an orchestra is. - Instructional text when they do the activities. 		<p>It will be used a clear and simple language, with the necessary paralinguage:</p> <ul style="list-style-type: none"> - Illustrators: body movements following the rhythm of the song. - Cues: Affect displayer. - Teacher normal pitch and changeable intonation according with the different activities. - Children normal pitch and rising intonation. <p>Repetitive sentences (instructional language):</p> <ul style="list-style-type: none"> - Fast/slowly

- Follow me/Follow the rhythm with the hands/arms/....
- Look at me.
- Listen.

Outline of leading activities

Leading activity: To follow the rhythm of the songs through instructional texts.

Timing	Grouping	Pupils	Teacher	Resources
4' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher brings the surprise box of the week. Inside there is an orchestra poster and the tickets for the future concert that they will go on Friday. Then, he/she tells the children that it is an orchestra and asks them what previous idea they have.	-A poster of a real orchestra. (ANNEX 1)
2' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	After that, the teacher tells them what an orchestra is.	No resources needed.
3'30" Spanish	All the class is sitting down on the carpet.	The pupils listen to the video.	The teacher puts them a video of an orchestra.	-Digital whiteboard. -Video on the digital whiteboard explaining in an interactive way the orchestra: Video (www.youtube.com/watch?v=wh1p5tEd2UE)

	3' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions with their own experiences.	The teacher asks them questions like...: -Have you ever been in an orchestra in a theatre or in the television? -Have any of you an instrument at home? -Have you ever played it? -Would you like to see someone playing an instrument?	No resources needed.
	30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher explains to the children that at the end of the week they will be able of playing a song like an orchestra.	No resources needed.
	2' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher puts the video of an infant orchestra playing the song. And then asked them: "The song is fun, isn't it?"	-Digital whiteboard. -Video of an orchestra playing "Twinkle twinkle little star". (www.youtube.com/watch?v=XLh0i53YVqY)
	1' English	All the class is standing up on the carpet.	The pupils listen to the teacher.	The teacher explains the children that they are going to play a game which consists in imitate first and then also add a new gesture.	No resources needed.
	1' English	All the class is standing up on the carpet.	The pupils imitate the teacher following the beats.	The teacher now is the conductor and set the beat making gestures.	No resources needed.
	2' English	All the class is standing up on	The pupils are now the conductor and set the beats making gestures.	The teacher follows the pupils and check that everything is going well.	No resources needed.

		the carpet.			
1' English	All the class is standing up on the carpet.	The pupils follow the beats that the teacher is doing (recognizing the changes in the rhythm).	The teacher now starts doing faster and slower the beats, <u>as they did before hanging the coats.</u>	No resources needed.	
2' English	All the class is standing up on the carpet.	The pupils are now the conductor again and experiment with the changes of the rhythm.	The teacher follows the pupils and check that everything is going well.	No resources needed.	
3' English	All the class is standing up on the carpet.	The pupils play the game respecting their turns and their classmates'.	The teacher explains the pupils the game "Follow me".	-Game "Follow me" instructions. (ANNEX 2)	
2' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and then the song in silence.	The teacher tells the pupils that they have done very well and now they are going to try to follow the rhythm with a new song.	-Song: "Reloj musical vienés" (CD Clásicos Divertidos)	
1'30" English	All the class is standing up on the carpet and then moving around the class.	The pupils listen to the song at the same time that they move around the class expressing what the song transmits to them.	The teacher let the children experiment following the rhythm of the song moving themselves around the class expressing what the song transmits to them.	-Song: "Reloj musical vienés" (CD Clásicos Divertidos)	
1' English	All the class is sitting down on the carpet.	The pupils follow the rhythm of the song as the teacher is doing.	The teacher sets the beat of the song	-Song: "Reloj musical vienés" (CD Clásicos Divertidos)	
2'30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and the new song.	The teacher explains them that they have done well and they are going to try now with another song and this song is the one	-Song: "Twinkle, twinkle" www.youtube.com/watch?	

				that they are going to be able to play at the end of the week.	v=2LL6HmFARZY
1'30" English	All the class are standing up on the carpet and then moving around the class.	The pupils listen to the song at the same time that they move around the class expressing what the song transmits to them.	The teacher let the children experiment following the rhythm of the song moving themselves around the class expressing what the song transmits to them.	-Song: "Twinkle, twinkle"	www.youtube.com/watch?v=2LL6HmFARZY
1'30" English	All the class is sitting down on the carpet.	The pupils follow the rhythm of the song as the teacher is doing.	The teacher sets the beat of the song.	-Song: "Twinkle, twinkle"	www.youtube.com/watch?v=2LL6HmFARZY
1'30" English	All the class is standing up on the carpet and then moving around the class.	The pupils follow the gestures that the teacher sets according with the rhythm of the song.	The teacher makes gestures moving the body following the rhythm of the song.	-Song: "Twinkle, twinkle"	www.youtube.com/watch?v=2LL6HmFARZY
3' Spanish	All the class is sitting down on the carpet.	The pupils share their experiences with the teacher and the classmates and answer the questions too.	The teacher asks the children how they have felt in the session and also if they have noticed differences in the diverse rhythms in the song.	No resources needed.	

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none">1. Participate in the lesson respecting their turns and following the rhythm.2. Recognize an orchestra.3. Clap their hands or other gesture at the same time as the teacher following the rhythm.	<ol style="list-style-type: none">1. To participate in the lesson respecting the turns, following the rhythm and humming the songs.2. To say the name of one or more instruments of the orchestra.3. Clap the hands or other gestures without the help of the teacher following the rhythm.	<ol style="list-style-type: none">1. To participate in the lesson respecting the turns, following the rhythm, humming the songs and being able to produce some words.2. To know that there are different groups in an orchestra.3. To create sounds through new gestures following the rhythm.

SESSION 2 (MONDAY)

Learning objectives		Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> -To recognize the instruments as instruments, no ordinary items. -To recognize the function/purpose of the bell/code selected. -To recognize and follow the instructions given by the conductor and his/her function. -To explain/share using verbal and/or non-verbal language the role of the orchestra conductor. 		<ul style="list-style-type: none"> -To identify the different musical instruments among different other objects - Select/handle a musical instrument to play. -To identify and follow the instructions given by the conductor among the other members of the orchestra. 	<ul style="list-style-type: none"> -To classify instruments and other objects. -To stop playing and move to the next table/colour when the bell rings. Follow the instructions given using a non-verbal/musical code. -To follow the instructions pitch, tone, loudness, volume,... start and stop. -To point/identify the conductor in an orchestra poster.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted	
<p>It will be use:</p> <ul style="list-style-type: none"> - Descriptive text when the teacher explains what a conductor is. - Instructional text when they do the activities. 		<p>It will be used a clear and simple language, with the necessary paralanguage:</p> <ul style="list-style-type: none"> - Cues: Affect displayer. - Teacher normal pitch and changeable intonation according with the different activities. - Children normal pitch and rising intonation. 	

	Repetitive sentences (instructional language): <ul style="list-style-type: none"> - Soft/Normal/Strong. - Stop (with the bell ring). - Listen.
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Outline of leading activities

Leading activity: Who is the conductor? This is a descriptive text.

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	2' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells them that they are going to go to the music class and then all together discuss the correct behaviour to get there.	No resources needed.
	1' English	All the class goes to the music class.	The pupils follow the teacher.	The teacher goes to the music class backwards, looking at the pupils. (Line up)	No resources needed.
	2' English	All the class is sitting down on the carpet of the music class.	The pupils listen to the teacher.	The teacher tells them that they are going to manipulate and play instruments carefully, lower and soft.	No resources needed.
	30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells them that when she will play the bell everyone has to stop playing and being in silence.	- The bell (for showing them how it sounds).
	30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells them that they have to be in three groups and then the teacher organizes the children in three groups (6/7/7) and they have to go to one colour	-The colours: red, blue and green.

				(red/blue/green).	
	2' English	All the class divided in the groups standing up beside the three tables.	The pupils play the instruments freely in their table/colour.	The teacher listen the noise keeping an eye on the instruments and the children.	-Three groups of instruments (strings, wind and percussion). -The colours: red, blue and green.
	30" English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the teacher.	The teacher rings the bell and waits until everyone had stopped playing. Then, she tells them that now two groups have to be in silence while the group left plays. When the bell rings again they will move to the next table/colour.	-The bell
	1' English	All the class divided in the groups standing up beside the three tables.	The green (strings) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-String instruments (green table).
	5" English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.
	1' English	All the class divided in the	The red (percussion) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Percussion instruments (red table).

		groups standing up beside the three tables.			
5"	English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.
1'	English	All the class divided in the groups standing up beside the three tables.	The blue (wind) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Wind instruments (blue table).
15"	English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell, stop playing (the group that was playing) and they change to the next table/colour.	The teacher rings the bell and waits until everyone had stopped playing. The teacher tells that now they are going to change to the next table/colour.	-The bell.
1'	English	All the class divided in the groups standing up beside the three tables.	The green (strings) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-String instruments (green table).
5"	English	All the class divided in the	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.

		groups standing up beside the three tables.			
	1' English	All the class divided in the groups standing up beside the three tables.	The red (percussion) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Percussion instruments (red table).
	5" English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.
	1' English	All the class divided in the groups standing up beside the three tables.	The blue (wind) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Wind instruments (blue table).
	15" English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell, stop playing (the group that was playing) and they change to the next table/colour.	The teacher rings the bell and waits until everyone had stopped playing. The teacher tells that now they are going to change to the next table/colour.	-The bell.
	1' English	All the class divided in the	The green (strings) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-String instruments (green table).

		groups standing up beside the three tables.			
5"	English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.
1'	English	All the class divided in the groups standing up beside the three tables.	The red (percussion) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Percussion instruments (red table).
5"	English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell and stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing.	-The bell.
1'	English	All the class divided in the groups standing up beside the three tables.	The blue (wind) group plays. The other two listen to them in silence.	The teacher listen the noise keeping an eye on the instruments and the children.	-Wind instruments (blue table).

30" English	All the class divided in the groups standing up beside the three tables.	The pupils listen to the bell, stop playing (the group that was playing).	The teacher rings the bell and waits until everyone had stopped playing and she says them that they have finished the activity and have to pick up the instruments.	-The bell.
2' English	All the class divided in the groups standing up.	The pupils listen to the teacher and sing the clean up.	The teacher sings the song Clean up.	-The instruments. -Clean up song.
2' Spanish	All the class is sitting down on the carpet.	The pupils share the experience with the teacher and the classmates.	The teacher asks them for their experience and feeling. (Conclusion)	No resources needed.
1' English	All the class comes back to their class.	The pupils follow the teacher.	The teacher comes back to the class backwards, looking at the pupils.(Line up)	No resources needed.
3' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher talk with the children about the previous activity asking questions like: -I bet you had a lot of fun in the music class! -There were so many instruments, right? Which one did you like the most? -what did you like the most? When we played together or by groups? -... With these questions the teacher is trying to	No resources needed.

				lead the conversation to the importance of having a conductor, it becomes a necessity.	
3' Spanish	All the class is sitting down on the carpet.	The pupils watch the videos.	The teacher shows two videos so they can see a real orchestra playing. First one video of a normal orchestra with a normal conductor. Second another video of another orchestra but this time is lead by a kid conductor. Children also can be good conductors.	-Video: real (normal) orchestra. www.youtube.com/watch?v=e_qSVoq4YRw -Video: real (kid conductor) orchestra. www.youtube.com/watch?v=sTsvW7SmsVs	
3' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher. Then, one of them will stick the conductor image on the poster.	The teacher talks about the videos with the children and goes deeper on the conductor image (dressing, movements, baton...). Then, the teacher encourages one of the children to stick the conductor image on the orchestra poster.	-Conductor picture. (ANNEX 3)	
1'30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and touch the baton.	The teacher shows a real baton to the children and tells them that the one who is "in charge" each day will use the baton as a conductor. Then, let each child to touch the baton.	-A real baton.	
1' Spanish	All the class is sitting on their places on the tables.	The pupils listen to the teacher. The child in charge that day gives to each pupil one worksheet.	The teacher explains the pupils how to o the worksheet (To find and paint the conductor in the worksheet).	-Worksheets (ANNEX 4)	

10' Spanish	All the class is sitting on their places on the tables.	The pupils work on the worksheet.	The teacher observes and helps the pupils if they needed.	-Worksheets (ANNEX 4) -Pencils -Colour pencils.
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Assessment Criteria

All children must be able to -To recognize the instruments as instruments, no ordinary items. -To recognize the sound of the bell and know that something happen. -To know that in an orchestra has to be a conductor and he/she has a baton.	Most of the children will be able to -To touch/manage instruments. -To recognize the sound of the bell and stop playing. -To know what does the conductor in the orchestra (to lead).	Some of the children could -To play instruments. -To recognize the sound of the bell, stop playing and move to the next table/colour without the help of the teacher. -To know where is the position of the conductor in an orchestra.
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SESSION 3 (TUESDAY)

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none">-To build the instruments.-To recognizes their instruments, their family and their place in the orchestra.-To know how to play their instrument.-To know how to write a letter.		<ul style="list-style-type: none">-To stick the materials making up the instruments.-To associate each instrument with the correct family in the correct place in the orchestra.-To blow, pluck and move their instrument.-To write down the letter.		<ul style="list-style-type: none">-They take the materials following the right steps.-They take the instruments of the correct box.	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
<p>It will be use:</p> <ul style="list-style-type: none">- Descriptive text when the teacher describes the musician’s pictures.- Instructional text when the teacher explains how to make the instruments.			<p>It will be used a clear and simple language, with the necessary paralanguage:</p> <ul style="list-style-type: none">- Cues: Affect displayer.- Teacher normal pitch.- Children normal pitch.		
Outline of leading activities					
Leading activity: Where are the instruments of the orchestra? / To build the instruments and recognize their places in the orchestra.					
Timing	Grouping	Pupils	Teacher	Resources	
4’ English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells the children that today they are going to build their own instruments with recycle materials. Then she shows and explains a little bit the	- Recycle materials in different boxes already prepared to make the instruments.	

			different materials and finally the recycle instrument already done as a model to follow for them.	
2' Spanish English	All the class is sitting down on the carpet. All the class is sitting down on their tables/colours.	The pupils listen to the teacher and move to the tables/colours.	The teacher now divides the children in three groups and tells them that now is not just the colour but the different way of playing instruments. Then, she tells them which group is going to make each instrument.	-Tables with the colours and with the recycle materials needed in each one.
1' English	All the class is sitting down on their tables/colours. The "conductor" is standing up.	The pupils wait until the teacher and the "conductor" gives them the materials. The conductor with the baton in his/her hand gives to his/her classmates the materials.	The teacher gives to each group their box with the recycle materials and tell the child who is in charge that day to give the material(sticks, pencil colour,...) to his/her classmates. She leaves the model of each instrument in their table.	-Recycle materials in boxes. -Materials (sticks, pencil colours...) -Instruments models. -The baton.
5' English	All the class is sitting down on their tables/colours.	The pupils listen to the teacher.	The teacher shows each group the sequence to build the instruments. First strings family second wind family and third percussion family.	-The sequence.
15' English	All the class is sitting down on their tables/colours.	The pupils made/build the instruments.	The teacher helps the children making/building the instruments.	-Recycle materials in boxes. -Materials (sticks, pencil colours...)

					-Instruments models.
	3' English	All the class is moving.	The pupils leave their instruments in the boxes and clean up everything.	The teacher tells the children that they have to leave their instruments in the boxes and clean up everything.	-Clean up song.
	1' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher asks them: "Do you remember what we did just before now? We had made three kinds of instruments that we can see in an orchestra as the ones we saw yesterday. The kinds of instruments are strings, wind or percussion. Who had built the wind instruments? It was the group/colour blue! Could you explain to us how you made them?"	No resources needed.
	1' Spanish	Group red and green are sitting down on the carpet. Group blue are standing up on the carpet.	The group blue explain to the rest of the pupils the steps they followed to build their instruments. The rest of the pupils listen to their classmates.	The teacher listens to the pupils and helps the group blue to explain themselves.	-Blue box with the wind instruments. -Pictures of the children building their instruments. -Whiteboard.
	30" Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	Teacher: "Well done Wind. Now don't forget that you are the Wind Family" "Now, who had built the strings instruments? It was the green group! Could you explain to us how you made them?"	No resources needed.

1' Spanish	Group blue and red are sitting down on the carpet. Group green are standing up on the carpet.	The group green explains to the rest of the pupils how they had built their instruments. The rest of the pupils listen to their classmates.	The teacher listens to the pupils and helps the green blue to explain their selves.	-Green box with the wind instruments. -Pictures of the children building their instruments. -Whiteboard.
30" Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	Teacher: "Well done Strings. Now don't forget that you are the String Family" "Now, who had built the percussion instruments? It was the red group! Could you explain to us how you made them?"	No resources needed.
1' Spanish	Group blue and green are sitting down on the carpet. Group green are standing up on the carpet.	The group red explains to the rest of the pupils how they had built their instruments. The rest of the pupils listen to their classmates.	The teacher listens to the pupils and helps the green red to explain their selves.	-Red box with the wind instruments. -Pictures of the children building their instruments. -Whiteboard.
2' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	Teacher: "Well done Percussion. Now don't forget that you are the Percussion Family" Then, the teacher tells the pupils that now they are divided by instrument families (wind, strings, percussion) and all together make up a great orchestra as the one we saw on the videos.	No resources needed.

30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions. Then one of them sticks the conductor they had in the orchestra picture in the right place in the mural and also the word "CONDUCTOR/DIRECTOR".	The teacher now shows to the pupils a new mural and tells them that step by step we will decorate it to form our orchestra. Teacher: "Do you know who is placed here?" (Pointing the conductor).	-Mural with the three spaces that match with the family instruments colours. (ANNEX 5)
15" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells the pupils that she is going to put different videos so they can see how the different instruments are played. The first family is the Wind.	No resources needed.
1' English	All the class is sitting down on the carpet.	The pupils watch the video.	The teacher puts a video.	-Wind Family video. www.youtube.com/watch?v=tjzgUAgdORU (min 1:30)
1' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and blow to their hands (they have their hands in front of their mouths). Then, they blow to the small sheets and check if these move.	The teacher asks the pupils if they have learnt how the Wind Family is played and to check that, she asks them to blow to their hands. Then, she gives every child a small sheet and asks them to blow it.	-Small sheets.
1' English	All the class is sitting down on the carpet.	The pupils answer to the teacher, stick the wind musician picture on the mural in the correct place with the word "VIENTO".	The teacher shows to the children the three pictures of the three musicians (wind, strings, percussion) and asks them questions about the pictures so they can know which one belong to each family and tells them to stick the wind one on the mural (also the word	-The three musician pictures. ANNEX 6 -The word "VIENTO"

				"VIENTO").	
1' English	All the class is sitting down on the carpet.	The pupils watch the video.		Now, the teacher puts a video about the String Family.	-String Family video. www.youtube.com/watch?v=fGknH5hW3hY
1' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and manipulate the elastics.		The teacher asks the pupils if they have learnt how the String Family is played and to check that, she gives every child some elastics so they can manipulate them.	-Some elastics.
1' English	All the class is sitting down on the carpet.	The pupils answer to the teacher, stick the string musician picture on the mural in the correct place with the word "CUERDA".		The teacher shows to the children the two pictures of the two musicians left (strings, percussion) and asks them questions about the pictures so they can know which one belong to each family and tells them to stick the string one on the mural (also the word "CUERDA").	-The two musician pictures (strings and percussion) ANNEX 6 -The word "CUERDA"
1' English	All the class is sitting down on the carpet.	The pupils watch the video.		Now, the teacher puts a video about the Percussion Family.	-Percussion Family video. www.youtube.com/watch?v=fOuNAbt4AWM
1' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and manipulate the rattles with their hands.		The teacher asks the pupils if they have learnt how the Percussion Family is played and to check that, she gives every child some rattles so they can manipulate them.	-Some rattles.

30" English	All the class is sitting down on the carpet.	The pupils answer to the teacher, stick the percussion musician picture on the mural in the correct place with the word "PERCUSIÓN".	The teacher shows to the children the one pictures of the musician left (percussion) and asks them questions about the picture so they can know that one belong to percussion family and tells them to stick it on the mural (also the word "PERCUSIÓN").	-The one musician picture (percussion) ANNEX 6 -The word "PERCUSIÓN"
30" English	All the class are sitting down on the carpet.	The pupils listen to the teacher and answer her: "We are!"	The teacher tells them that now the orchestra of the mural has conductor and we know where the instrument families are collocated but...where are the musicians?	-The mural.
1'30" English	All the class are sitting down on the carpet.	The pupils listen to the teacher, take his/her picture (photo) and stick it on the mural in their correct place.	The teacher gives to each child his/her picture (photo) and tells them that they have to stick the photos on the mural in the place where they belong (instrument family). Now the orchestra is complete.	-Photos of each child. -The mural.
1' English	All the class are sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells them that they have to search and bring instruments (pictures) from newspapers, magazines,... They have to search these pictures at home so their parents can help them. They need to write a letter to their parents explain it.	No resources needed.
3' English	All the class are sitting down on the carpet.	The pupils write/copy the letter that the teacher had written on the blackboard.	The teacher now writes the letter on the blackboard with the main ideas.	-The blackboard. -The sheets.

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none"> 1. To build their instruments with the help of the teacher. 2. To know their own family and their own instrument. 3. To know their own place in the orchestra and the conductor's. 4. To play their own instrument. 5. To "write down" (scrawls) what the teacher writes on the blackboard. 	<ol style="list-style-type: none"> 1. To build their instruments with the help of the classmates. 2. To know their own family and their own instrument and also that there are three families and three instruments but they don't know which instrument belongs to what family. 3. To know their own place in the orchestra, the conductor's and the musician picture's. 4. To play their own instrument and recognize the video of their instrument. 5. To write down (some words, the easiest) what the teacher writes on the blackboard. 	<ol style="list-style-type: none"> 1. To build their instruments without help. 2. To know their own family and their own instrument and also they know to associate each instrument with each family. 3. To know their own place in the orchestra, the conductor's and the musician picture's. And also the places of the different instruments and musician pictures. 4. To play their own instrument and associate each instrument with each video. 5. To write down (their words are readable) what the teacher writes on the blackboard.

SESSION 4 (TUESDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
-To know how to play the song. -To associate each instrument corresponding to their family. -To recognize some instrument of each family in an orchestra.	-To follow the correct rhythm of the song. -To stick some instruments in their correct place in the orchestra.	-They follow the rhythm of the song with their instruments. -They stick each instrument in the correct place in the orchestra.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
It will be use: <ul style="list-style-type: none"> - Instructional text when the teacher gives the pupils commands. - Instructional text when they do the documentation sheets. 	It will be used a clear and simple language, with the necessary paralanguage: <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: Hands movements when they are conductors. - Teacher normal pitch and changeable intonation according with the different activities. - Children normal pitch and rising intonation.

Outline of leading activities

Leading activity: To rehearse the song and recognize the families of instruments./To choose a conductor.

Timing	Grouping	Pupils	Teacher	Resources
1'30" English	All the class is sitting down on the carpet.	The pupils listen and answer to the teacher. Then they collocate themselves on their	The teacher: "Do you see something different in class? Is there something new on the floor?"	-On the carpet there is tape "drawing" the form of the orchestra.

		correct place on the carpet, with the help of the teacher if they need it.	Then, she tells the pupils that now on the carpet is the orchestra form and all of them are going to represent it.	
2' Spanish	All the class is sitting down on the carpet on their correct place on the orchestra.	The pupils listen to the teacher.	<p>The teacher: "Now, I'm the conductor of our orchestra. To lead you I just need two gestures:</p> <ol style="list-style-type: none"> 1. Hand making "stop"→to be in silence. 2. Moving the baton→the ones I point have to start playing. <p>Before playing with the instruments we are going to rehearse with a song known by everyone of you."</p>	No resources needed.
5' English	All the class is sitting down on the carpet on their correct place on the orchestra.	The pupils rehearse the song practising the starts and variations of the rhythm.	The teacher leads the children following the song.	-The song known by all the kids.
30" English	All the class is sitting down on the carpet on their correct place on the orchestra.	The pupils listen to the teacher.	The teacher: "Well done, I think you all know how to "play"...so now we are going to try the same thing with the instruments.	No resources needed.
15" English	All the class goes to take the instruments and then is sitting	The Wing Group take their instruments from their box and come back to their places.	The teacher watches the pupils.	-The wind instruments box.

		down on their correct place on the orchestra.			
15"	English	All the class goes to take the instruments and then is standing up on their correct place on the orchestra.	The String Group take their instruments from their box and come back to their places.	The teacher watches the pupils.	-The string instruments box.
15"	English	All the class is standing up on the carpet on their correct place on the orchestra.	The Percussion Group take their instruments from their box and come back to their places.	The teacher watches the pupils.	-The percussion instruments box.
15"	English	All the class is standing up on the carpet on their correct place on the orchestra.	The pupils listen to the teacher.	Teacher: "Now we all are ready to play and we are going to rehearse with our instruments. Let's see how our orchestra sounds."	-All the instruments made by the pupils.
30"	English	All the class is standing up on the carpet on their correct place on the orchestra.	The pupils play (rehearse).	The teacher guides them.	-All the instruments made by the pupils.

30" English	All the class is standing up on the carpet on their correct place on the orchestra.	The wind group play (rehearse).	The teacher guides them.	-Wind instruments made by the pupils.
30" English	All the class is standing up on the carpet on their correct place on the orchestra.	The string group play (rehearse).	The teacher guides them.	-String instruments made by the pupils.
30" English	All the class is standing on the carpet on their correct place on the orchestra.	The percussion group play (rehearse).	The teacher guides them.	-String instruments made by the pupils.
30" English	All the class is standing on the carpet on their correct place on the orchestra.	The pupils play (rehearse).	The teacher guides them.	-All the instruments made by the pupils.
30" English	All the class is standing on the carpet on their correct place on the orchestra.	The pupils listen to the teacher.	The teacher: "But in an orchestra different rhythms are followed as we did yesterday. Today we are going to use our own instrument."	No resources needed.

3' English	All the class is standing on the carpet on their correct place on the orchestra.	The pupils follow the teacher and play their instruments.	The teacher clapping leads the children so they learn how to play by beats. They will use the Twinkle Twinkle song.	-The rhythm (beats) of the Twinkle Twinkle song.
3' English	All the class is standing on the carpet on their correct place on the orchestra.	The pupils follow the teacher and play their instruments.	The teacher will lead again the children but this time she will introduce moments for the children to be in silence and variations, for example: strings play and percussion and wind in silence.	-The rhythm (beats) of the Twinkle Twinkle song.
30" Spanish	All the class is standing on the carpet on their correct place on the orchestra.	The pupils listen to the teacher.	The teacher: "Everyone plays very well so now we are going to choose a conductor. Everyone is going to try to be a conductor. Each family is going to place in one corner."	No resources needed.
30" Spanish	Every one moves to one corner.	The pupils listen to the teacher.	The teacher: "Now everyone is going to try to be conductor of her/his group. Each time I ring the bell the kid who is being conductor will give the baton to the next kid."	No resources needed.
5' Spanish	All the class is in one corner by groups.	The pupils will perform as conductors in their turn.	The teacher will ring the bell sometimes.	-The bell -The instruments made by the pupils.
1' Spanish	All the class is in one corner by groups.	The pupils listen to the teacher.	The teacher: "Everyone has done great the role of conductor but I've been watching you all and the conductors of each family are going to be: Name, Name, Name."	No resources needed.

	3' English	All the class is standing on the carpet.	The three kids with the teacher will lead the rest of the kids. The rest will follow the teacher and the three kids conductor.	The teacher with the three kids will lead the rest of the kids with the Twinkle twinkle song	-Twinkle twinkle song (beats). -The instruments made by the pupils.
	30" Spanish	All the class is standing on the carpet.	The pupils give their opinion about who of the three kids is the best conductor for their orchestra.	The teacher choses the conductor kid counting with the opinion of the children.	No resources needed.
	3' English	All the class is standing on the carpet.	The pupils follow the teacher and the final conductor.	The teacher and the final conductor lead again the rest of the pupils for the last time that day.	-Twinkle twinkle song (beats). -The instruments made by the pupils.
	1' English	All the class clean up.	The pupils pick up their instruments and leave them in the correct boxes.	The teacher keeps an eye on the pupils movements.	-Clean up song.
D o c u	1' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher asks them about rehearse, what they think about it, if they had a good time and she will show the documentation sheet.	-Documentation sheet. (ANNEX 7)
m e n t	2' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and watch the template.	The teacher tells them how the template will be complete. Teacher: "Now you will complete this template. There are the three families of instruments and you have to find instruments on the magazines and stick them on the correct family."	-Documentation sheet. (ANNEX 7)

a t i o n	30" English	All the class is sitting on their sits.	The pupils sits on their chairs and the pupil in charge that day gives the documentation sheets and the materials they need.	The teacher observes the pupils	-Documentation sheets. (ANNEX 7) -Scissors. -Sticks. -Gomets.
	10' English	All the class is sitting on their sits.	The pupils complete the sheets freely with the magazines.	The teacher observes and answers some questions of the children.	-Documentation sheets. (ANNEX 7) -Magazines.
	30" Spanish	All the class is sitting on their sits.	The pupils stop doing the activity when they hear the bell rings.	The teacher rings the bell to indicate that the activity time had finished.	-The bell.
	2' English	All the class is sitting down on the carpet.	The string group explains their documentation sheets and stick them next to the orchestra mural.	The teacher listens to the pupils.	-Documentation sheets complete. -Stick. -Orchestra mural.
	2' Spanish	All the class is sitting down on the carpet.	The wind group explains their documentation sheets and stick them next to the orchestra mural.	The teacher listens to the pupils.	-Documentation sheets complete. -Stick. -Orchestra mural.
	2' Spanish	All the class is sitting down on the carpet.	The percussion group explains their documentation sheets and stick them next to the orchestra mural.	The teacher listens to the pupils.	-Documentation sheets complete. -Stick. -Orchestra mural.
	1' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher says: "Very well done!" and asks questions like: -“What instruments did you like most the	No resources needed.

			wind or strings?” -“Did you like the activity? It was easy or difficult?”	
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Individual worksheet: How many instruments we can count of each family?

(MATHEMATICS)-Spanish

ANNEX 8

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none"> To play the song. To complete the documentation with instruments. 	<ol style="list-style-type: none"> To follow the rhythm of the song. To know some instruments and collocate the instruments in their correct place. 	<ol style="list-style-type: none"> To follow the rhythm of the song and to respect the silence and the starts (to touch). To know more instruments and some name.

SESSION 5 (WEDNESDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
-To associate each sound with each family. -To recognize the silence	-To realize the correct gesture when the sound start. - To do the silence gesture when appear in the score.	-They stick each picture of correct form in the table. -They don't speak in the silence moments.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
It will be use: <ul style="list-style-type: none"> - Instructional/descriptive text when the teacher gives the pupils commands explaining how to represent the different ways of playing instruments. - Instructional text when they complete the worksheets. 	It will be used a clear and simple language, with the necessary paralanguage: <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: Hands movements to represent some ways of playing instruments. - Teacher normal pitch and changeable intonation according with the different activities. - Children normal pitch and rising intonation.

Outline of leading activities

Leading activity: SOUNDS→To recognize the different sounds of the different families and the silence.

Timing	Grouping	Pupils	Teacher	Resources
30" Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher talks about the families of instruments that they talk about the day before and she says: "Yesterday we worked with the instruments of each family and today	No resources needed.

			we are going to learn how they sound.”	
1’ Spanish English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions. Each one of them will say to which family of instruments they belong.	The teacher: “I bet you remember how many instrument families are! What were their names? Do you remember? Tell me! And...do you remember to which family do you belong? Strings, wind or percussion?”	No resources needed.
2’30” English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions doing gestures: -moving their arms/hands→percussion -blowing to their hand→wind -plucking elastics→strings. -moving their hand to their mouth→silence	The teacher: “I bet you also remember how each family of instrument is played. For example, how is played the string instruments? And the wind? And the percussion? Let’s see if you remember, make gestures. Besides, do you remember which gesture we made when we have to be in silence?”	-Some elastics.
2’ English	All the class is sitting down on the carpet.	The pupils listen to the teacher and to the sounds, watching the picture. Also they made the “strings gesture”.	The teacher: “Great! Here I have a CD with all the sounds of the instruments and we are going to learn to identify them.” Then, the teacher starts showing the children a picture of the first family (strings, for example) and plays the CD with some sound of that family. Also she asks them to make the right gesture.	-CD with the sounds: <i>Les instruments de L’orchestre.</i> -String instruments picture on the whiteboard. (ANNEX 9) -The same CD but now just playing some string sounds.

	1'30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and to the sounds, watching the picture. Also they made the "wind gesture".	The teacher continues showing the children a picture of the second family (wind, for example) and plays the CD with some sound of that family. Also she asks them to make the right gesture.	-The same CD but now just playing some wind sounds. -String instruments picture on the whiteboard. (ANNEX 9)
	1'30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and to the sounds, watching the picture. Also they made the "wind gesture".	The teacher continues showing the children a picture of the third family (percussion) and plays the CD with some sound of that family. Also she asks them to make the right gesture.	-The same CD but now just playing some percussion sounds. -Percussion instruments picture on the whiteboard. (ANNEX 9)
	1' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and to the sounds. Also they made the "string gesture".	The teacher: "Let's see how you do without watching the picture, I'm going to play the first sound (string for example). Remember to do the right gesture so I can see you identify the sound."	-The same CD but now just playing a string sound.
	1' English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells the children that for not to forget what instruments they are listening, they are going to complete together a template on the blackboard. When the music sounds she asks to the children to make the right gesture and then stick on the template the picture of an instrument of the correct family.	-Blackboard image with the template and the instruments. (ANNEX 10)

10' English	All the class is sitting down on the carpet.	The pupils listen to each sound or silence moment, make the right gesture and each time one of them stick the correct picture on the template.	Then, the teacher puts the different sounds or silence moments with the CD.	-CD with the sounds. -Blackboard image with the template and the instruments. (ANNEX 10)
5' English	All the class is sitting down on the carpet.	The pupils check themselves the templates and listen again to the sounds they had incorrect.	The teacher now shows to the children the correct template completed on the whiteboard so they together can check if they've done well and she will play again the sounds they've incorrect.	-CD with the sounds. -Blackboard with the template. -Whiteboard with the correct template.
2' Spanish	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher. The kid in charge that day gives one worksheet to every child.	The teacher explains the pupils how to complete the new worksheet (to associate the sound with the family of instruments and stick the picture in their on table).	-Colour boxes (according with the three families) with pictures of the instruments of that family inside. -Worksheets. (ANNEX 11)
10' Spanish	All the pupils are sitting down on their sits on the tables.	The pupils complete their worksheets with the pictures of the boxes.	The teacher plays sounds or moments of silence and observes the pupils.	-Colour boxes (according with the three families) with pictures of the instruments of that family inside. -Worksheets. (ANNEX 11) -CD with the sounds. -Sticks

1' English	All the class is moving.	The pupils clean up everything.	The teacher observes the children and sings the song with them.	-Clean up song.
5' Spanish	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher and comment something if they want.	The teacher talk with the children about what they have done this day.	No resources needed

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none"> 1. To know the families and how they play the instruments. 2. To be able to be in silence when the teacher tells them. 	<ol style="list-style-type: none"> 1. To know the sound each family. 2. To recognize the silence in the audition without the teacher's help or with help. 	<ol style="list-style-type: none"> 1. To distinguish the sound of some instrument of each family. 2. They are in silence and help to their classmates to be in silence.

SESSION 6 (WEDNESDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - To recognize the scores. - To know how to read their score. - To know the different symbols of the fun score. 	<ul style="list-style-type: none"> - To know which score is real and which is fun. - To follow the rhythm of the song according with the score. - “To play” correctly the beats of each symbol. 	<ul style="list-style-type: none"> - To select the fun score when they are going to rehearse. - To play their instrument following the rhythm of their score. - “To play” a beat when they see a heart.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>It will be use:</p> <ul style="list-style-type: none"> - Descriptive text when the teacher explains the scores. - Instructional text when the teacher gives the pupils commands (in the games) - Instructional text when they do the puzzles-scores. 	<p>It will be used a clear and simple language, with the necessary paralanguage:</p> <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: Hands movements when they are conductors. - Teacher normal pitch and changeable intonation according with the different activities. - Children normal pitch and rising intonation.

Outline of leading activities

Leading activity: SOCORES→To know the scores, how to represent it and read it.

Timing	Grouping	Pupils	Teacher	Resources
3' English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher tells the pupils that now they know what families exist and how they sound, they are going to move to the next step: in an orchestra the musicians plays	-Twinkle twinkle score. (ANNEX 12) -Twinkle twinkle “fun” score (ANNEX 13)

			<p>beautiful music. This music sounds beautiful because they read a score.</p> <p>Then, she shows a real score (twinkle twinkle score) and tell them that they are going to make and read a more fun one, and shows the new score to them.</p>	
2' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	<p>The teacher starts explaining the children the different symbols that appear on the “fun score”:</p> <ul style="list-style-type: none"> -treble clef→to begin a score -red heart→a beat -white hart→two beats -cherries→two half beats -"shhh gesture"→a beat in silence 	<p>-Pictures of each symbol on the whiteboard.</p> <p>-Whiteboard.</p>
30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher: “Now, we are going to work the silence. We are going to do two activities.”	No resources needed.
1' English	All the class is sitting down on the carpet.	The pupils just have to be in silence 1 minute.	The teacher asks the children to be in complete silence during a minute, until the sand goes down on the watch.	-Sand watch
5' English	All the class is sitting down on the carpet in circle.	The pupils listen will pass the bell without talking or making any noise.	The teacher explains to the children the new activity: “Now, we are going to pass the bell in silence without making any noise, if one of you break the silence you should to sit down and the other will have to jump him.”	-The bell.

5' English	All the pupils are sitting down on the carpet in circle.	The pupils listen to the teacher and build scores with the symbols on the whiteboard and then they will clap following the symbols.	The teacher tells them that they are going to build scores with the symbols on the whiteboard and then they will clap the rhythm of the symbols. -treble clef→to begin a score -red heart→a beat -white hart→two beats -cherries→two half beats -"shhh gesture"→a beat in silence	-Scores built by the children. -Whiteboard.
1' Spanish	All the pupils are sitting down on the carpet in circle.	The pupils listen to the teacher.	The teacher tells them that now they are going to practise the score of the "Twinkle, Twinkle" because is the score that they are going to play on Thursday.	-The fun score of "Twinkle, Twinkle" song. (ANNEX 13)
4' English	All the pupils are sitting down on the carpet in circle.	The pupils practise the score clapping their hands following the wind score, the string score and the percussion score.	The teacher helps and guides them and also the conductor.	-Fun score of wind, string, percussion and conductor of the "Twinkle, Twinkle song." (ANNEX 13, 14, 15, 16, 17) -Whiteboard.
10' English	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher and build their own scores according with the family they belong.	The teacher explains to the pupils how to do their own scores: "Now, you just need to make the puzzle with the pieces I will give to you, and then you will stick the puzzle in a card."	-The pieces of the score of each family as pieces of a puzzle. (ANNEX 14, 15, 16, 17) -Red cards, blue cards, green cards and one

					yellow card (conductor). -Sticks.
5' English	The string pupils are on the carpet standing in the correct places as in the orchestra. And the rest of the pupils will be in the centers.	The string pupils will rehearse their score with their instruments. The conductor will also rehearse. The rest will play freely in the centers.	The teacher will help the conductor to lead the string pupils.		-String scores. (ANNEX 14) -Conductor score. -Instruments. -Music stands.
5' English	The wind pupils are on the carpet standing in the correct places as in the orchestra. And the rest of the pupils will be in the centers.	The wind pupils will rehearse their score with their instruments. The conductor will also rehearse. The rest will play freely in the centers.	The teacher will help the conductor to lead the wind pupils.		-Wind scores. (ANNEX 15) -Conductor score. -Instruments. -Music stands.
5' English	The percussion pupils are on the carpet standing in the correct places as in the orchestra. And the rest of the pupils will be in the centers.	The percussion pupils will rehearse their score with their instruments. The conductor will also rehearse. The rest will play freely in the centers.	The teacher will help the conductor to lead the percussion pupils.		-Percussion scores. (ANNEX 16) -Conductor score. -Instruments. -Music stands.

20' English	All the pupils are standing up in the correct places on the carpet.	All the pupils will rehearse their scores with their instruments following the conductor.	The teacher will help the conductor to lead all the pupils.	-Percussion, wind and string scores. (ANNEX 14, 15, 16) -Conductor score. (ANNEX 17) -Instruments/baton. -Music stands.
30" Spanish	All the pupils are standing up in the correct places on the carpet.	The pupils listen to the teacher.	The teacher: "Very well done I'm so happy with you, you are a great orchestra and you are going to perform perfectly tomorrow!"	-No resources needed.

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none"> 1. To recognize a score. 2. To clap their hands correctly following a "fun" score individually. 3. To know what each symbol means. 4. To form the puzzle of their score. 5. To follow the score looking at their classmates. 	<ol style="list-style-type: none"> 1. To recognize the treble clef. 2. To know read a fun score and to clap their hands correctly in their groups. 3. To know how "to play" the symbols reading score. 4. To know which of the four scores is their own. 5. To follow the score and the conductor. 	<ol style="list-style-type: none"> 1. To know that the score is compound by the treble clef and the musical notes. 2. They are able of leading the group as conductor. 3. To be in silence when the silence symbol appears. 4. To know which score belongs to each family. 5. To lead their classmates.

SESSION 7 (THURSDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> - To work the active listening. - To respect the commands. - To give their opinion about the visit. 	<ul style="list-style-type: none"> - To be in silence and paying attention. - To identify and accomplish the commands that the teacher says. - To share their ideas about the visit. 	<ul style="list-style-type: none"> - They are with the closed mouth and the opened ears. - They are sitting down in silence in their places. - They expound their ideas written.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>It will be use:</p> <ul style="list-style-type: none"> - Instructional text when the teacher gives the pupils commands. - Narrative text when the teacher presents them the guest. - Descriptive text when they talk about they have seen. 	<p>It will be used a clear and simple language, with the necessary paralanguage:</p> <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: Hands movements pointing or touching their ears, eyes and mouth. - Teacher normal pitch and changeable intonation according with the different moments. - Children normal pitch and rising intonation.

Outline of leading activities

Leading activity: "Somebody new is going to come to our class". (The visit and write a letter about it)

Timing	Grouping	Pupils	Teacher	Resources
1' Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher: "Today we are going to have a surprise! It's going to be a different day...someone is going to come to class...do you know how is going to come? Do you	No resources needed.

			think he/she is going to play an instrument?	
2' English	All the class is sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher: "When someone comes to class we have to behave well, how we should have our ears? Open or close? And the mouth and the eyes open. And...if we want to ask something...what do we have to do? We raise our hands! And...can we stand up? No! We have to be sitting!.	No resources needed.
30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher: "Then we are going to be able to ask many question to this person so we have to pay attention and think something to ask"	No resources needed.
30" Spanish	All the class is sitting down on the carpet. The person who is going to come...is entering.	The pupils listen to the teacher and say "Hello" to the person.	The teacher: "Look! Who is coming in? He/she is...NAME and she/he is going to tell us a lot of thing so listen to him/her.	No resources needed.
20' Spanish	All the class is sitting down on the carpet.	The pupils listen to the guest.	The guest introduces himself, tells to the children which instrument she/he is going to play, which family it belongs, how is played, where he/she works,.... And then he/she plays.	-The instrument.

5' Spanish	All the class is sitting down on the carpet.	The pupils ask some curiosities to the guest.	The teacher leads their turns to talk. The guest answers their questions.	No resources needed.
2' Spanish	All the class is sitting down on the carpet.	The pupils show to the guest their instruments and tell him/her that they are going to perform like an orchestra.	The teacher and the guest listen to the pupils.	-The instruments made by themselves.
5' Spanish	All the class is standing up on the carpet in their places as the orchestra.	The pupils play the "Twinkle Twinkle" song. Then, they invite the guest to come to their performance.	The teacher collocates the pupils in their places and listens to them. The guest listens to the pupils.	-All the scores -The instruments made by themselves. -Music stands. -Baton.
30" Spanish	All the class is standing up on the carpet in their places as the orchestra.	The pupils listen to the guest.	The guest says: "Very well done!! Now you just need to continue the rehearsals until you will do even better than now. You all are perfect musicians!"	No resources needed.
2' Spanish	All the pupils are sitting down on the carpet.	The pupils listen to the guest.	The guest tells them that now they are going to play a game. He/she says: "I need you to pay attention, ears opened. In this game you just need to draw what the music makes you feel. The teacher is going to do it first, then, you will do it."	No resources needed.
2' Spanish	All the pupils are sitting down on their seats on the tables.	The pupils listen to the song and see what the teacher is drawing.	The guest plays a song. The teacher draws what the music makes she feel and then explain her draw.	-Guest song with different intonations. -The blackboard.

30" Spanish	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher. The kid in charge that day gives each pupil a sheet.	The teacher: "Now is your turn, our guest is going to play the song again."	-Some sheets.
2' Spanish	All the pupils are sitting down on their sits on the tables.	The pupils draw what the music makes them feel.	The teacher and the guest watch the pupils draw.	-Some sheets. -Pencils. -Colour pencils.
3' Spanish	All the pupils are sitting down on their sits on the tables.	One by one tell to the rest of the class what they have drawn.	The teacher and the guest listen to the pupils.	-The pupils' draws.
1' Spanish	All the pupils are sitting down on their sits on the tables.	All the pupils say good-bye to the guest.	The teacher encourages the children to say good-bye to the guest.	No resources needed.
1'30" English	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher. The pupil in charge that day gives each child a sheet.	The teacher: "Now that our guest is not here we are going to write on a letter what we think about his/her visit so your parents can know it."	-Some sheets.
2' English	All the pupils are sitting down on their sits on the tables.	The pupils write their letters.	The teacher watches the pupils writing.	-Some sheets. -Pencils.
5' English	All the pupils are sitting down on	The pupils tell to the teacher what they have written.	The teacher listens to the pupils and writes on the blackboard their main ideas. --> Final	-Blackboard. -Their letters.

	their sits on the tables.		letter.	
2' English	All the pupils are sitting down on their sits on the tables.	The pupils write down what the teacher wrote on the blackboard in their sheets (on the other side).	The teacher helps to the children to write down the final letter.	-Blackboard with the final letter. -Their sheets (on the other side). -Pencils.
30" Spanish	All the pupils are sitting down on their sits on the tables.	The pupils listen to the teacher.	The teacher: "You all have done perfectly!! Now I'm going to keep all of your letters and at the end of the day I will give them back to you so you can give them to your parents."	No resources needed.

All children must be able to	Most of the children will be able to	Some of the children could
<ol style="list-style-type: none"> 1. To know and respect the commands. 2. To be in silence when the music sound. 3. To listen the music and to draw at the rhythm of the music. 4. To opine about the show of the guest. 	<ol style="list-style-type: none"> 1. To help the others to respect the commands of the teacher. 2. To be in silence and paying attention to the music. 3. To listen the music and each pupil explain their draw. 4. To select the distinguished ideas. 	<ol style="list-style-type: none"> 1. To help to create this commands. 2. To be in silence, paying attention to the music and they imitate the guest. 3. They listen, draw, perform the music and indicate the different intensity in the draw. 4. To select the distinguished ideas. And then they write them.

SESSION 8 (THURSDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
-To respect the commands. -To participate in the performance.	-To accomplish the instructions that the teacher says. -To manipulate the instruments.	-They walk slowly along the corridor. -They play their instruments.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
It will be use: <ul style="list-style-type: none"> - Instructional text when the teacher gives the pupils commands. - Instructional text when the teacher explain them the planning of the day. 	It will be used a clear and simple language, with the necessary paralanguage: <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: When the teacher explains the rules, at the same time she says the rule, she will represent it. - Teacher normal pitch. - Children normal pitch.

Outline of leading activities

Leading activity: To perform the Twinkle Twinkle song.

Timing	Grouping	Pupils	Teacher	Resources
1'30" English	All the class is sitting down on the carpet.	The pupils listen to the teacher and then they take their instruments from the boxes.	The teacher: "Now we are going to rehearse the performance. Let's take your instruments from the boxes and placed yourselves on the orchestra "drawn" on the carpet floor."	-Boxes with the instrument inside.
20' English	All the class is standing up on	The pupils rehearse. All the families together with the kid conductor.	The teacher supervises the rehearsal.	-Instruments. -Baton.

		their correct places on the orchestra-carpet.			
	1' English	All the class is standing up on their correct places on the orchestra-carpet.	The pupils keep the instruments on the boxes. (Clean up song)	The teacher sings the “clean up” song to encourage them.	-Boxes. -Clean up song.
	3' English	All the class is sitting down on the carpet.	The pupils listen to the teacher.	The teacher: “You know that there are rules for walking through the school, you should remember that we have to be in silence and walking slowly all the time”.	No resources needed.
	2' English	All the class moves to the performance place.	One pupil of each family takes their box to the place of the performance.	The teacher helps the teacher to take their boxes to the performance place.	-Boxes.
	15' Spanish	All the class is sitting on the performance place.	The pupils listen to the performances of the other children (other classes) and they clap when the performances end.	The teacher listens to the performances of the other classes and she claps when the performances end.	No resources needed.
	2' Spanish	All the class is in the performance place.	The pupils take their instruments from their boxes and placed themselves in the correct places on the scenario.	The teacher helps to the children to take their correct instruments from their boxes and she also helps them to be in their correct places on the scenario.	-Boxes with the instruments. -Baton.
	3'30" Spanish	All the class is on the scenario.	The pupils perform the “Twinkle twinkle” song.	The teacher listens to the children.	-Instruments. -Baton.

30"	Spanish	All the class is on the scenario.	The pupils bow.	The teacher claps the performance of her students.	No resources needed.
1'	Spanish	All the class is in the performance place.	The pupils keep the instruments on the boxes.	The teacher helps the children to clean up.	-Boxes.
4'	Spanish	All the class moves from the performance place to the classroom.	One pupil of each family takes their box to the place of the performance.	The teacher helps the teacher to take their boxes to the performance place.	-Boxes with the instruments inside.
5'	Spanish	All the class is sitting down on the carpet.	The pupils listen to the teacher and express their opinions.	The teacher asks them about what they have experienced on the performance.	No resources needed.

Assessment Criteria

All children must be able to <ul style="list-style-type: none"> - To respect the commands for imitation to their classmates. - To play the stage to do the action and put them in their places. 	Most of the children will be able to <ul style="list-style-type: none"> - To respect the commands themselves. - To perform the best they can. 	Some of the children could <ul style="list-style-type: none"> - They help their classmates to achieve the commands. - They follow the score to act.
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SESSION 9 (FRIDAY)

Learning objectives	Learning outcomes	Evidence for Assessment
To know the rules. To experience a real concert.	To respect the rules. To look at and to listen to the music.	Children walk slowly. Some pupils ask about the concert.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>It will be use:</p> <ul style="list-style-type: none"> - Instructional text when the teacher gives the pupils rules for the excursion. - Descriptive text when the musicians explain to the pupils the different instruments. 	<p>It will be used a clear and simple language, with the necessary paralanguage:</p> <ul style="list-style-type: none"> - Cues: Affect displayer. - Illustrators: When the teacher explains the rules, at the same time she says the rule, she will represent it. - Emblems: When in the concert the teacher makes the “silence gesture”. - Teacher normal and lower pitch. - Children normal and lower pitch.

Outline of leading activities

Leading activity: EXCURSION→Educational concert.

Timing	Grouping	Pupils	Teacher	Resources
1' Spanish	All the class are sitting down on the carpet.	The pupils listen to the teacher, answer her questions and look for the magic box.	The teacher: “Today we are going to a concert. Do you know will we need to go into?” Then, he/she tells the children that we need	-Magic box

			tickets which in the magic box.	
1' Spanish	All the class are sitting down on the carpet.	The pupils open the magic box and take out their tickets.	The teacher organizes the distribution of the tickets.	-Magic box -Tickets
30" Spanish	All the class are sitting down on the carpet.	The pupils listen to the teacher.	The teacher: "Now we are going to see how the tickets are. Here we can read the name of the auditorium where we are going to go. It is name is (NAME OF THE AUDITORIUM)"	-The tickets
2' Spanish	All the class are sitting down on the carpet.	The pupils listen to the teacher and answer her questions.	The teacher asks to the pupils questions about the tickets, like...: -Can we see any number here? -Is the number of our sits in the auditorium? When we will go there, will have to look for our sit, as in the cinema. Or... -What we have here? Another number. It is the time when the concert begins from 11:30 to 13:30.	-The tickets
1' Spanish	All the class is sitting down on the carpet.	The pupils listen to and answer to the teacher.	The teacher: -We have to be very responsible with the ticket, because without it we can't watch the concert. -Where do you think that we can keep for not to losing them? Maybe in our bags?	-The tickets.

30" Spanish	All the class move to the hangers.	The pupils go to their hangers to keep their tickets.	The teacher helps the pupils to keep their tickets.	-The tickets -The hangers. -The bags.
1' Spanish	All the class is sitting on the carpet.	The pupils listen to the teacher.	The teacher tells to the children that two parents and the music teacher is going to go with them. Each family of instruments is going to go with one adult and he/she is going to take care of everyone.	No resources needed.
1' English	All the class is sitting on the carpet.	The pupils listen to the teacher.	The teacher: "Now let's talk about the rules for our excursion. Here I have 7 pictures and each one of them is a rule. Let's going to explain them so we can know what they mean.	-7 Rules pictures. (ANNEX 18)
7' Spanish	All the class is sitting on the carpet.	The pupils talk about the rules with the teacher and they ask something if they need to.	The teacher with the help of the 7 pictures, comment with the children the following rules checking if they have understood them: -To hold always the hand of your partner. -To follow always the instruction of the adults responsible of them (the group). -To walk slowly. -To talk with normal pitch. -To be sat in our sit with the belt in the bus. -Close your mouth, open your ears and open your eyes. -To sit correctly in the auditorium.	-7 Rules pictures. (ANNEX 18)

EXCURSION: GOING TO THE CONCERT
(after the music class, lunch time and go the bathroom)

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
Know the different rules of behaviour. Be in silent	They help to create the rules. Pay attention in the concert	Respect the rules and help others to do it. Take part in the activities of the concert

➤ INTERACTION EXAMPLE

SESSION 3 (Tuesday)

Leading Activity: Instrument places: Where are the instruments of the orchestra? - To build the instruments

- 4 minutes (English): All the class is sitting down on the carpet.
 - Teacher: Today we are going to build our own instruments with recycle materials.
 - Children: ¿Qué instrumento vamos a hacer? ¿Con qué?
 - Teacher: Yes! Instruments with recycle material. These are the materials. (She shows the three materials boxes: Green- strings, red-percussion and blue-wind)
 - Children: ¿Por qué tenemos tres cajas?
 - Teacher: Each box has the materials of one family. For example, let's see what are in the red box. Wow! Look! Some small bottles.
 - Children: ¡Son actimeles! ¡Como los del lunch!
 - Teacher: Yes! Look! Some sticks and chickpeas.
 - Children: ¿Y para qué son los garbanzos?
 - Teacher: For making noise inside the small bottles. Look! (She puts on chickpeas into the bottles and makes noise).

And with all these materials we will build this instrument (She shows the maraca).

Now, let's see the green box! Mmmm...What is this? It is a box or elastics?

- Children: ¡A box! ¡Una caja!

Teacher: Well done! (Illustrator: thumb up!) And these are some elastic. Look! Big and small (Illustrator: to separate and to join the hands with the elastic) and this is the carton tube.

And with all these materials we will build this instrument (She shows the small violin).

And the last box is blue! Let's see what is inside.

- Children: Ábrela a ver qué hay.

- Teacher: Look some marks with different colours and size. And...Tapes!
And with all these materials we will build this instrument (She shows the flute).
- 2 minutes (English/Spanish): All the class is sitting down on the carpet.
 - Teacher: Now we need three groups to build the instruments. You, you, you, you, you, you and you, (Say seven names) you are the green group, you are the string family and you are going to built the small violin (She shows the small violin).
And you, you, you, you, you, you and you (say seven names) you are the blue group, you are the wind family and you are going to built the flute (She shows the flute).
 - You, you, you, you, you and you (Say the names) you are the red group, you are the percussion family and you are going to built the maracas (She shows the maracas).
 - Now each group go to the table with your colour and there you have the material box.
- 1 minute (English): All the class is sitting in the chairs and the kid in charge is standing up.
 - Teacher: Now (She says the name of the kid in charge) will give the rest of the materials.
 - Kid on charge: OK! (He/she gives the materials: sticks, colour pencils,...).
- 5 minutes (English/ Spanish): All the class is sitting with their group.
 - Teacher: Now, each group is going to build their instrument. I show you each group the sequence. (She goes to the strings family group).
 - Teacher: You are the string family and you are going to build a small violin.
 - Children: ¿Cómo?
 - Teacher: This is the sequence (She shows the pictures sequence. First, stick the box and the carton tube (Illustrator: she takes the box and “stick” it with the carton

blue) Then put the elastic in the bookbinder (Illustrator: she puts one elastic in the correct places in the bookbinder), like in the picture. Finally paint the instrument.

- Children: ¡Vale! ¿De qué color pintamos el instrumento?
- Teacher: With the colour that you prefer. Here I put the pictures so you can see the sequence. Y recordad, debéis ayudaros entre vosotros para que todos logréis construir el instrumento.
- Children: ¡Vale!
- Teacher: Start! Now I am going to the wind family. Look this is the sequence (She shows the pictures sequence). First, organized the markers, then stick one by one and finally join the markers together with tapes.
- Children: Wow es muy difícil.
- Teacher: No!! This is easy, you must see the sequence (teacher put the sequence in the table). Y recordad debéis ayudaros entre vosotros para que todos logréis construir el instrumento.
- Children: ok, lo vamos hacer y yo voy ayudar a mis compañeros.
- Teacher: star! Now I'm going to the percussion family. Look this is the sequence (She shows the pictures sequence). First, put inside the small bottles the chickpeas and then put the stick and paint the bottle.
- Children: ok! ¿Y las imágenes?
- Teacher: ooh!! It's true. (She puts the pictures on the table). Y recordad debéis ayudaros entre vosotros para que todos logréis construir el instrumento.

- 15 minutes (English/ Spanish): All the class is sitting with their group.

- Teacher: now, you are building the instruments and if you have some problems you can ask me.
- Children: ok!

(The teacher takes photos while children are making the instruments)

- 3 minutes (English/ Spanish): All the class is moving.
 - Teacher: Now, we are going to keep the instruments in the boxes. The string family put the small violin in the green box. (Emblem: She/he puts the small violin inside). The string family stand up (Emblem: She/he moves her/his hands up) keep the instruments and sit down.

The percussion family put the maracas in the red box. (Emblem: She/he puts the maracas inside). The percussion family stand up (Emblem: She/he moves her/his hands up) keep the instruments and sit down.

The wind family put the flutes in the blue box. (Emblem: She/he puts the flute inside). The wind family stand up (Emblem: She/he moves her/his hands up) keep the instruments and sit down.

What happens here? We have to clean-up the class. Let's go! Sing the song...Clean-up...clean-up...

Children: Clean-up...clean-up..."everybody", less clean-up...clean-up, clean-up "pfhsifva" away...Clean-up....(All together sing the song while they are cleaning the class).

- 1 minute (Spanish): All the class is sitting down on the carpet.
 - Teacher: Ahora todos los grupos vamos a contar cómo hemos construido nuestro instrumento. Voy a ir poniendo las fotos que os he hecho para que sea más fácil explicarlo.
 - Children: ¡Vale! Yo empiezo....Yo quiero...
 - Teacher: Va empezar la familia de viento.
- 1 minuto (Spanish): All the class is sitting down on the carpet.
 - Wind family: ¡Bien, empezamos nosotros!

- Teacher: Levantaos y poneos aquí para contarlo. Stand up! (Emblem: Mueve la mano hacia arriba, dice “stand up” y señala dónde se tienen que colocar los niños).
 - Wind family: Ahora lo vamos a contar (Los niños se levantan y se colocan en su sitio).
 - Teacher: Ok! Os voy a ir poniendo las fotos para que lo contéis. (Show the photos on the whiteboard).
 - Wind family: (They tell what they have done).
- 30 seconds (Spanish): All the class is sitting on the carpet.
 - Teacher: Well done! (Illustrator: thumb up!). No olvidéis que desde ahora sois la familia de viento. Ahora nos va contar el grupo de cuerda cómo ha hecho su instrumento.
- 1 minuto (Spanish): All the class is sitting down on the carpet.
 - String family: ¡Nos toca!
 - Teacher: Levantaos y poneos aquí para contarlo. Stand up! (Emblem: Mueve la mano hacia arriba y dice stand up y señala dónde se tienen que colocar los niños).
 - String family: Ahora lo vamos a contar (Los niños se levantan y se colocan en su sitio).
 - Teacher: Ok! Os voy a ir poniendo las fotos para que lo contéis. (Show the photos on the whiteboard).
 - String family: (They tell what they have done).
- 30 seconds (Spanish): All the class is sitting on the carpet.
 - Teacher: Well done! (Illustrator: thumb up!). No olvidéis que desde ahora sois la familia de cuerda. Ahora nos va contar el grupo de percusión cómo ha hecho su instrumento.

- 1 minuto (Spanish): All the class is sitting down on the carpet.
 - Percussion family: ¡Nos toca!
 - Teacher: Levantaos y poneos aquí para contarlo. Stand up! (Emblem: Mueve la mano hacia arriba y dice stand up y señala dónde se tienen que colocar los niños).
 - Percussion family: Ahora lo vamos a contar (Los niños se levantan y se colocan en su sitio).
 - Teacher: Ok! Os voy a ir poniendo las fotos para que lo contéis. (She shows the photos on the whiteboard).
 - Percussion family: (They tell what they have done).

- 2 minutes (Spanish): All the class is sitting on the carpet.
 - Teacher: Well done! (Illustrator: thumb up!). No olvidéis que desde ahora sois la familia de percusión.
 - Children: Ya estamos todos. ¡Qué bonitos son los instrumentos!
 - Teacher: ¿Sabéis qué vamos a hacer con estos instrumentos?
¿Un circo o una orquesta?
 - Children: ¡Una orquesta!
 - Teacher: Well done! (Illustrator: thumb up!). Todos juntos vamos a formar una gran orquesta, como las que hemos visto en los vídeos estos días. ¡Va a ser muy divertido! Ya veréis...
 - Children: ¡Qué bien! , ¡Una orquesta! ¿Nosotros vamos a ser una orquesta?
 - Teacher: Sí, todos juntos vamos a ser una gran orquesta.

5.4. EVALUATION & ASSESSMENT

➤ EVALUATION

Definition: Evaluation is the systematic processes that collects and analyses the information about the educative process and it made decisions.

Characteristics: Our evaluation will be continuous because we will do it along all the process, flexible since it use a lot of techniques and instruments, systematic because it's necessary to plan all the elements, it's global now that are evaluated all the children's capacities and it's educational due to allowing changes in the learning/education process according to the pupils needs.

The evaluation has two perspectives; one of them is the learning process of the pupils, and the other will be the teacher's learning process.

Methodology: Will be done through different techniques and instruments. The main techniques that we use to evaluate the children will be:

- Collecting information through systematic and direct observation day to day.
- The interviews with the pupils and their families.
- The indirect observation through the productions of the pupils.

The other element are the instruments, we use classroom's diary and a control list about the aspects that we want to evaluate. For example: Does he/she follow the rules when we go to an excursion?

Stages: The learning process evaluation will be rewarded in three important moments: first evaluation, evolving evaluation and final evaluation.

As final evaluation, at the end of the Project, the teacher will evaluate the learning of the pupils following the next template. This template would be given to the parents as evaluative inform where they could read the reflection of the results of the pupils.

➤ ASSESSMENT

Definition: Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain, and improve performance. (Angelo, T. 1995, *Reassessing -and Defining- Assessment*, AAHE Bulletin, 48(3):7)

Techniques:

- Self-assessment: Is the process through which the pupils evaluate their own work, behavior and skills. It is a very good way for the pupils to involve in the learning process. At the end of the Project Proposal the children will complete a template with the help of the teacher about their learning so they can know what have they learnt and what they could develop.
- Peer-assessment: It should be used only as formative assessment. It needs two pupils (or two groups) and consists in exchange the two self-assessments so now each one has to evaluate to the other.
- Teacher assessment: The teacher needs to collect the feed-back of his/her students about what they have done and if they have learn or reached the aims, so he/she can improve his/her teaching methods. Also he/she every day should check if the mediators, materials, activities,... were appropriate to reach the objectives with the pupils.





Assessment for Learning:



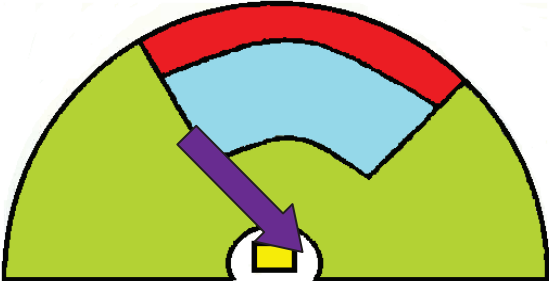
To use AFL methodology allowed keeping information (through pictures, videos, works, report cards,...) of the child's progress on a day to day. With this information children can be conscious of their learning and go on in their objectives; and their parents can know their kids developments.

THE ORCHESTRA PROJECT

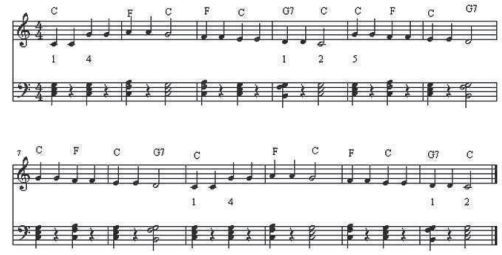

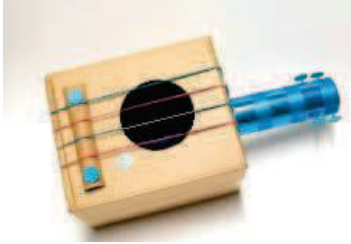


SELF-ASSESSMENT

NAME _____

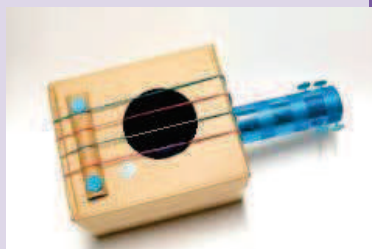
THE TEACHER ASKS...	PICTURE	BRILLIANT (I don't need any help) 	GREAT (I need the help of a classmate) 	GOOD (I need the help of the teacher) 
Do I know what an orchestra is?				

<p>Do I know how to follow rhythms?</p>				
<p>Do I know who the conductor is?</p>				
<p>Do I know where the conductor is in the orchestra?</p>				

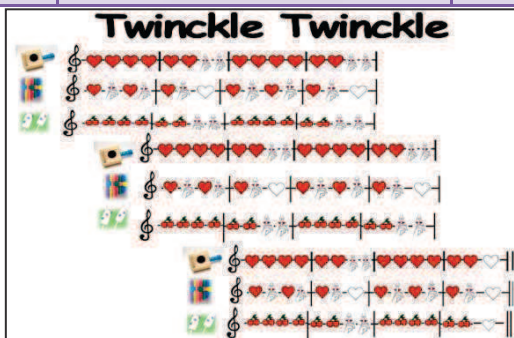
Do I know which families of instruments are?						
Do I know where the families of instruments are in the orchestra?						
Do I recognize the sound of each family?						

<p>Do I know what a score is?</p>		<p>Twinkle Twinkle Little Star</p> 				
<p>Do I know how to read a fun score?</p>		<p>Twinkle Twinkle</p> 				
<p>Do I know how to build my instrument?</p>						

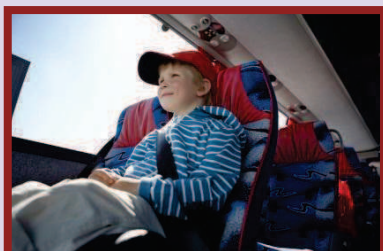
Do I know
how to play
the
instrument I
have built?




Do I know
how to
perform the
Twinkle
Twinkle
song?



Do I follow
the rules
when we
go to an
excursion?



<p>Do I listen without talking when others play or talk?</p>					
--	--	--	--	--	--

THE ORCHESTRA PROJECT

TEACHER EVALUATION

PUPIL NAME _____

	1	2	3	4	5	OBSERVATIONS
Does he/she recognize what an orchestra is?						
Does he/she follow rhythms?						
Does he/she identify who the conductor is?						
Does he/she point where the conductor is in the orchestra?						
Does he/she identify families of instruments are?						
Does he/she point where the families of instruments are in the orchestra?						

Does he/she recognize the sound of each family?						
Does he/she discriminate a real score with a “fun” score?						
Does he/she read and create a fun score?						
Does he/she build my instrument?						
Does he/she play the instrument he/she has built?						
Does he/she perform the Twinkle Twinkle song?						
Does he/she follow the rules when we go to an excursion?						
Does he/she listen without talking when others play or talk?						

DATE: May 23rd 2014

THE TEACHER

Fdo: _____

E. CONCLUSIONS

As we have already seen throughout this process, we can work in any project through a foreign language. In this work we have developed a complete project integrated in a year plan, also adapted for us based on the Sunshine Project Lessons for the four years old children. We have focused on a project named for us as “The Orchestra”. The project proposal had been created for working in two languages with the same relevance, the English and the Spanish, and the whole week are combined both. Also, we had developed this project having into account that the music must be incorporated in the classroom because it is a part of the Curriculum, and further, along the years, the expert’s research have demonstrated that thanks to it, children are able to develop themselves integrally.

Working closely with the music allows us to know a whole world of possibilities applicable to our classroom, where children develop their intelligences. As we had seen in the project, each one of activities works with different aspects; for instance, the active listening, the vocabulary, working in groups, the respect between the classmates, the rhythms...etc. In summary: supporting the cognitive, linguistic, emotional and psychomotor development of the pupils.

Besides, the project had helped us to share, go deeper and know the orchestra’s world and the different elements that form it. All together have checked that every element of the orchestra is equally important and needed to make it work. In the same way, we had realized that all members of a group are important when they work to achieve a goal. We had tried through The Orchestra Project to transmit this idea to the children.

Relating this work with our own experience we can say that we have worked really well with our group, learning ones of the others, sharing our knowledge and experiences to finally create this Project.

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ANEXES

ANNEX 1



Follow me

1. Participants

- All the class.

2. Purpose:

- To achieve doing the complete sequence (to introduce the biggest number of gestures).

3. How to play?

- First teacher make a gesture.
- Second, the pupil of her right, makes the teacher gesture and his own gesture.
- Third, the pupil of the second pupil right, makes the teacher gesture, the second pupil gesture and his own gesture.
- The sequence continues until the end.
- When a pupil makes a mistake, the sequence begins again.



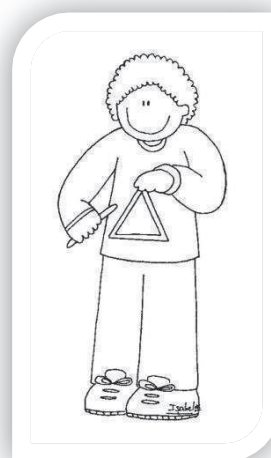
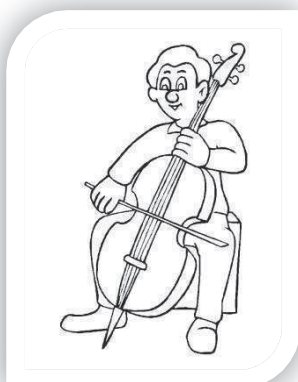
ANNEX 3



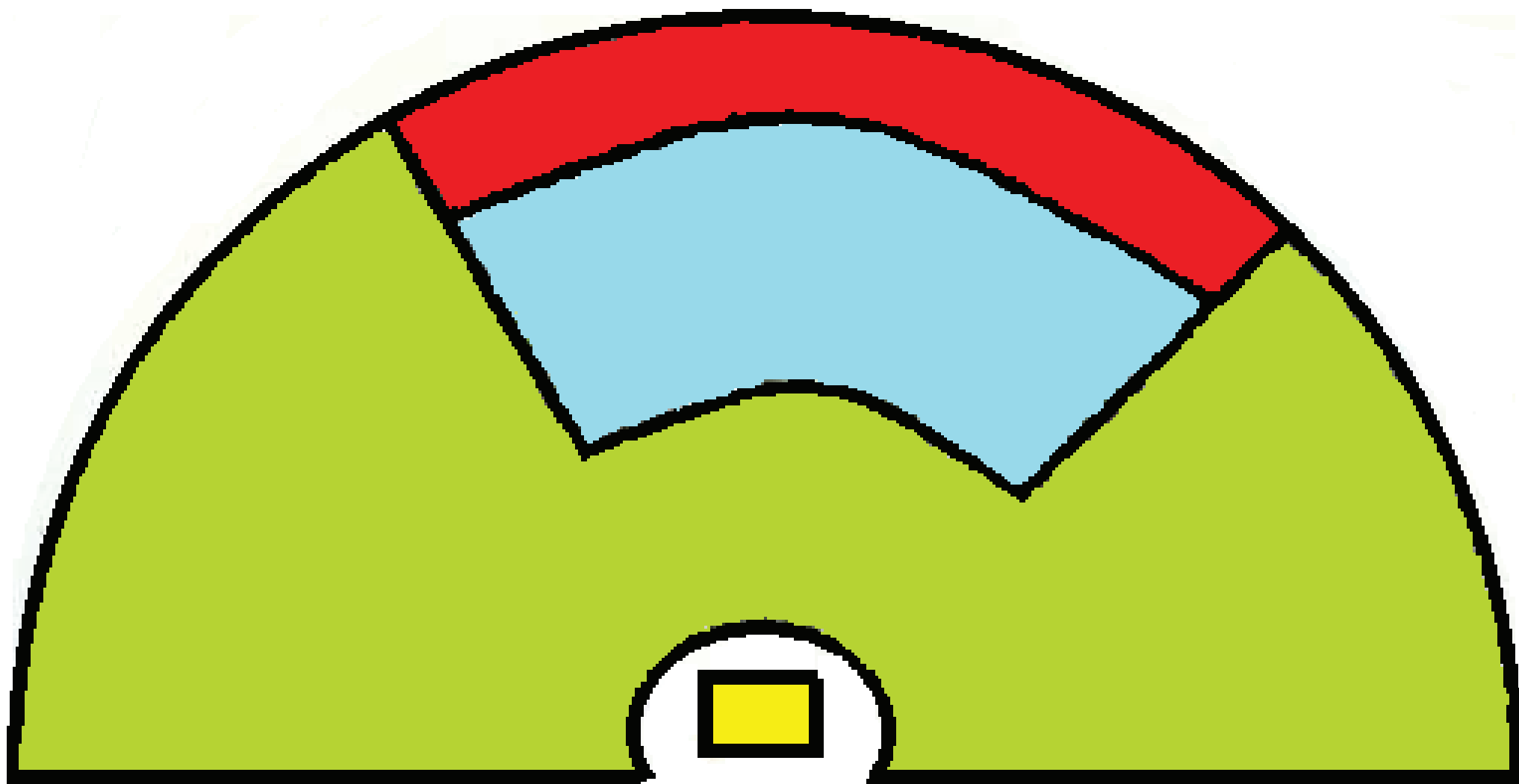
ANNEX 4

NOMBRE _____

FECHA _____



ANNEX 5





Cuerda
String



Viento
Wind



Percusión
Percussion

ANNEX 7

NOMBRE _____

CUERDA
STRINGS

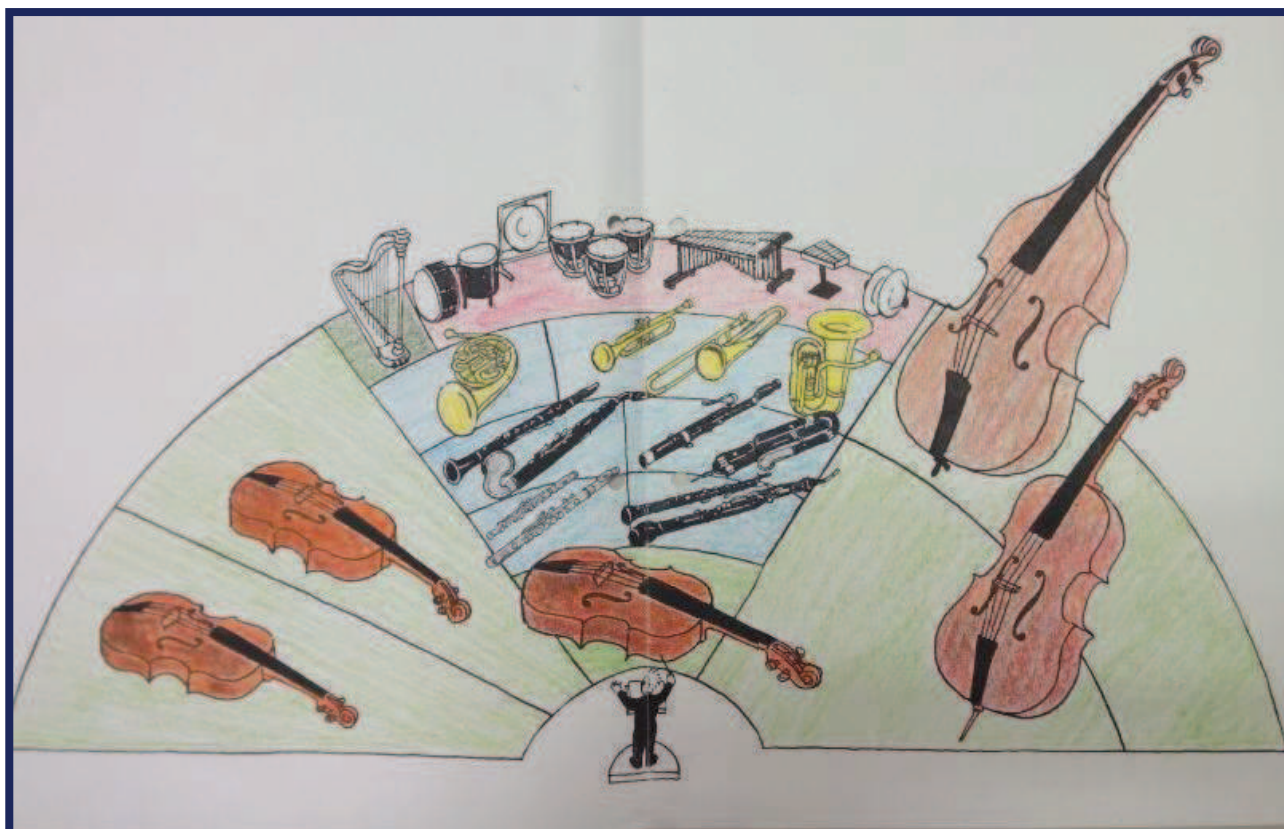
VIENTO
WIND

PERCUSIÓN
PERCUSSION

ANNEX 8

NOMBRE _____

FECHA _____



¿CUÁNTOS INSTRUMENTOS HAY DE CADA FAMILIA?

CUERDA

VIENTO

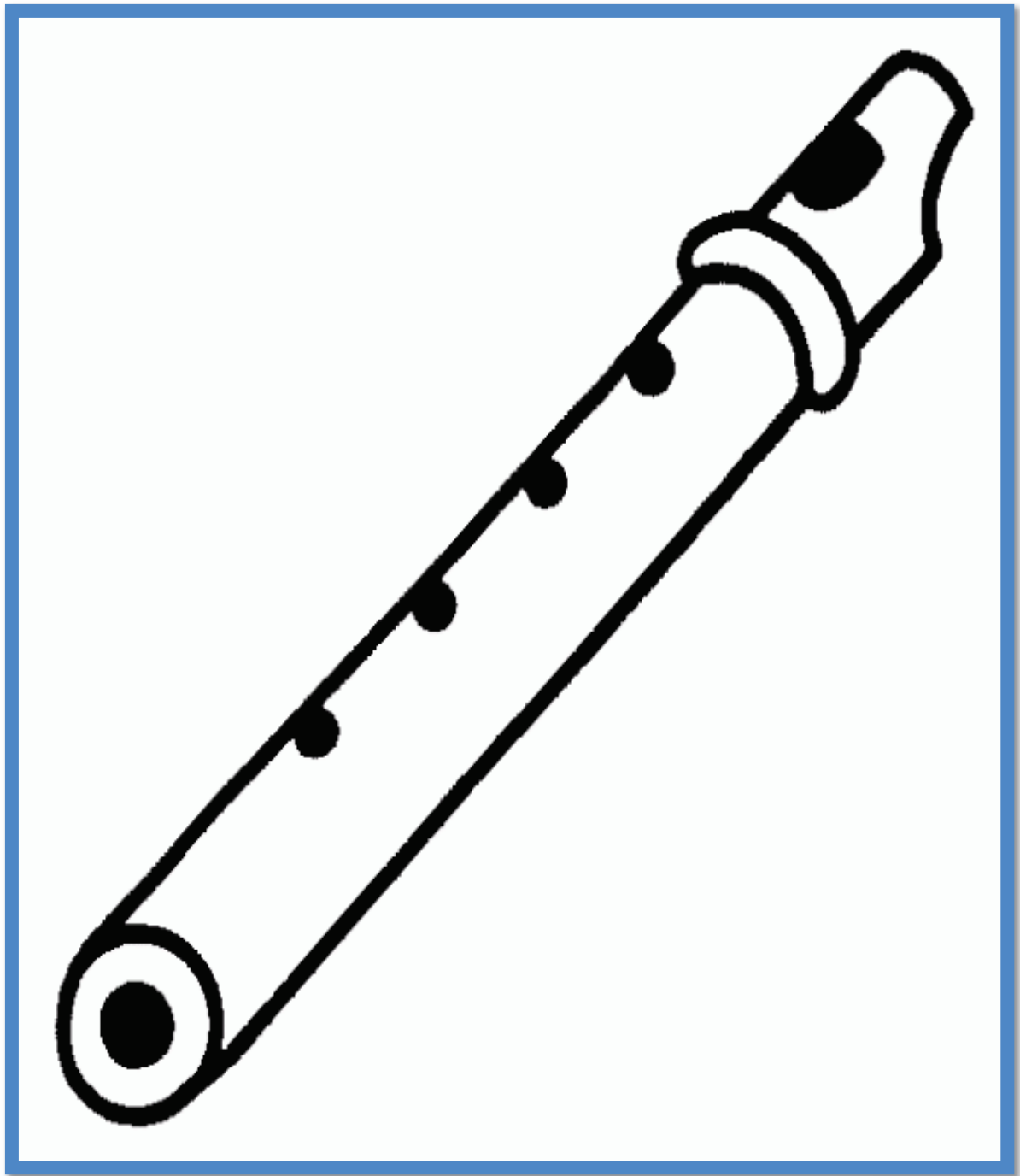
PERCUSIÓN

ANNEX 9

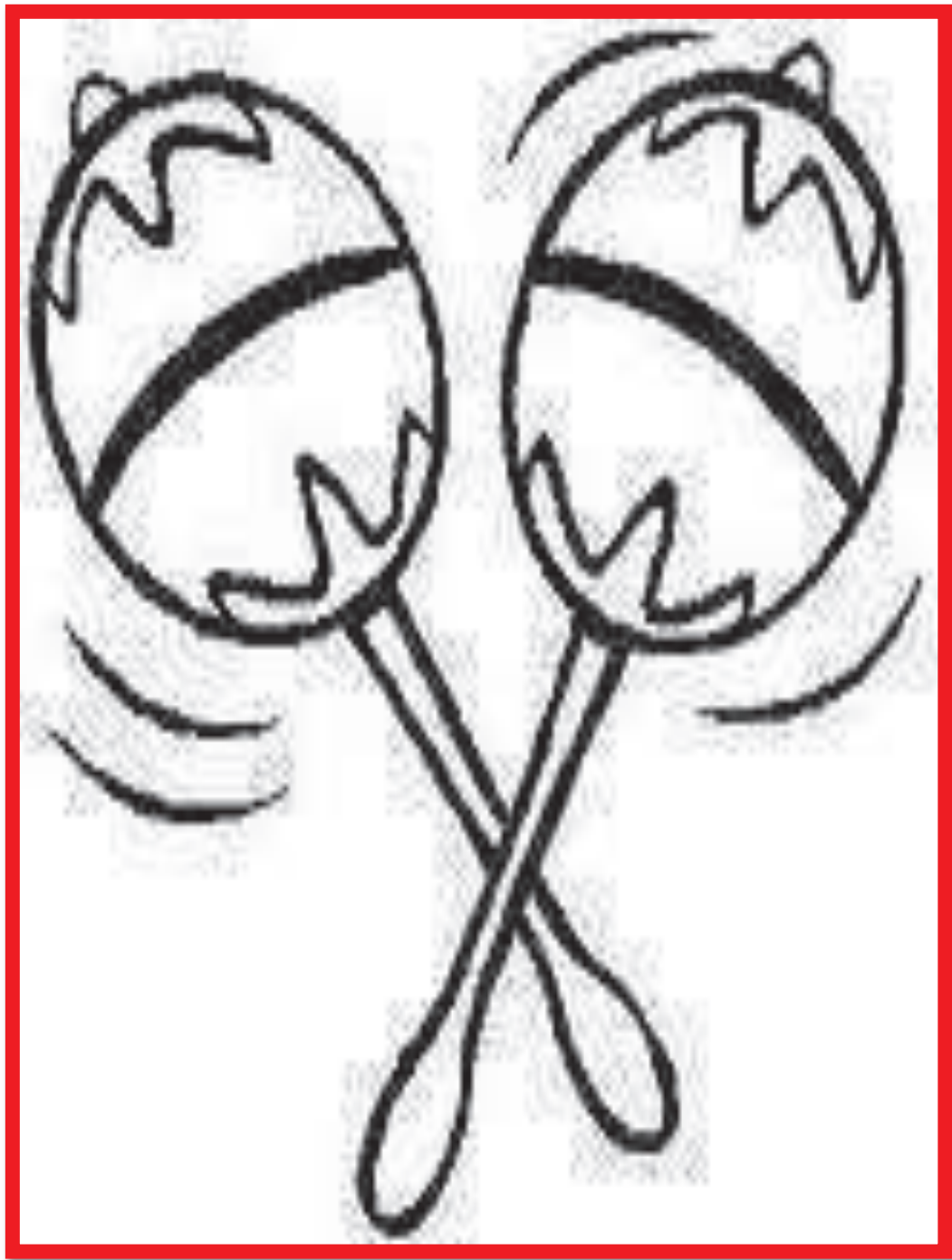
String Family



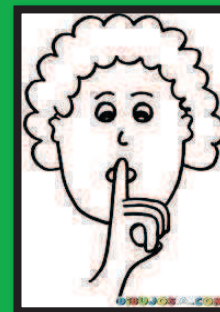
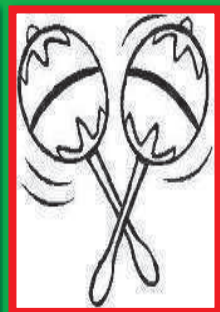
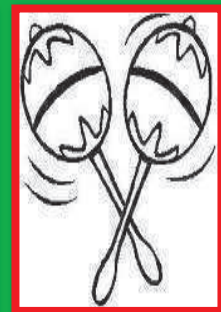
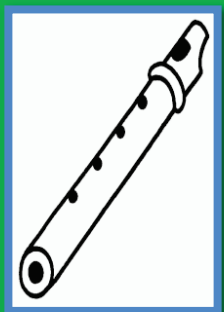
Wind Family



Percussion Family



May - 21st - 2014



ANNEX 11

NOMBRE _____

FECHA _____

Twinckle Twinckle Little Star



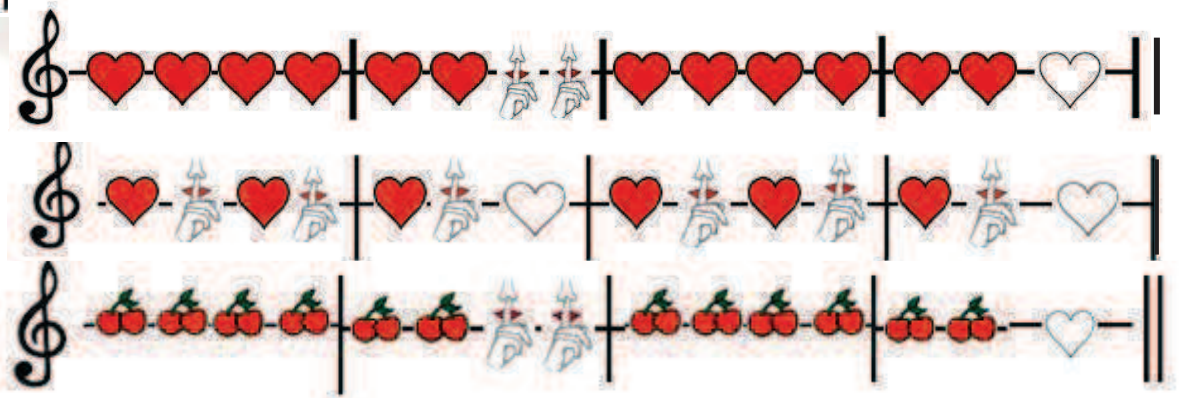
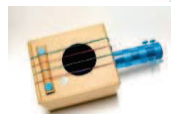
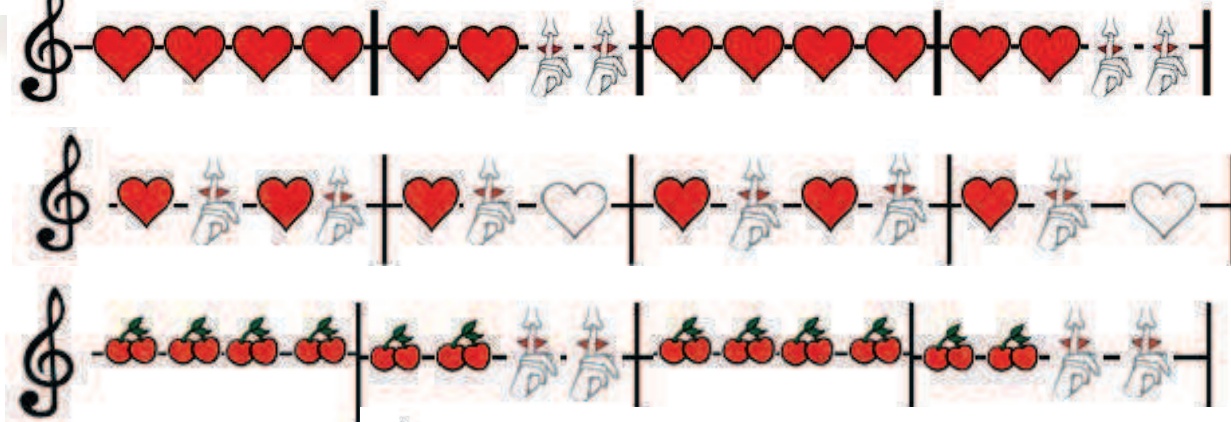
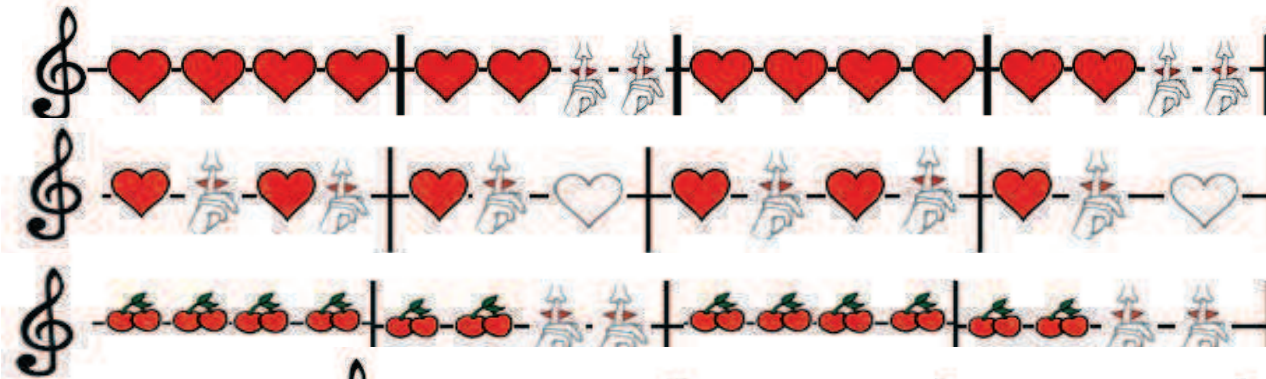
Chord progression: C F C F C G7 C C F C G7

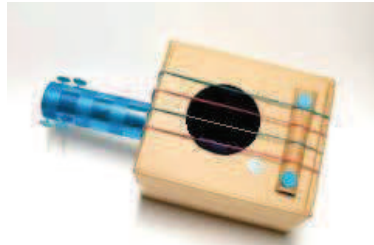
1 4 1 2 5

Chord progression: C F C G7 C F C F C G7 C

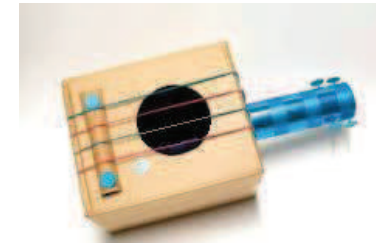
1 4 1 2

Twinckle Twinckle



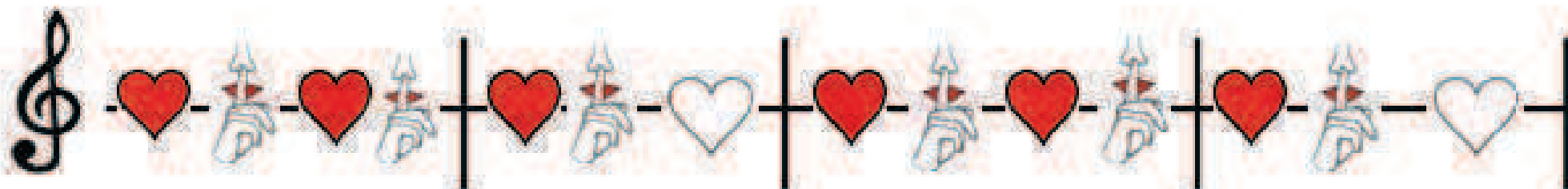
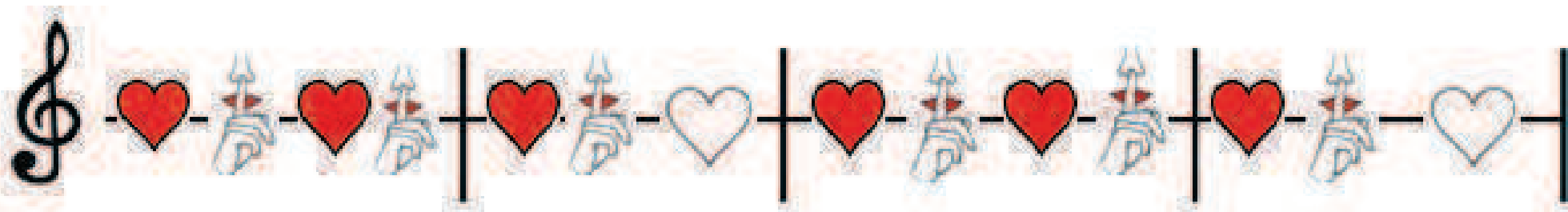
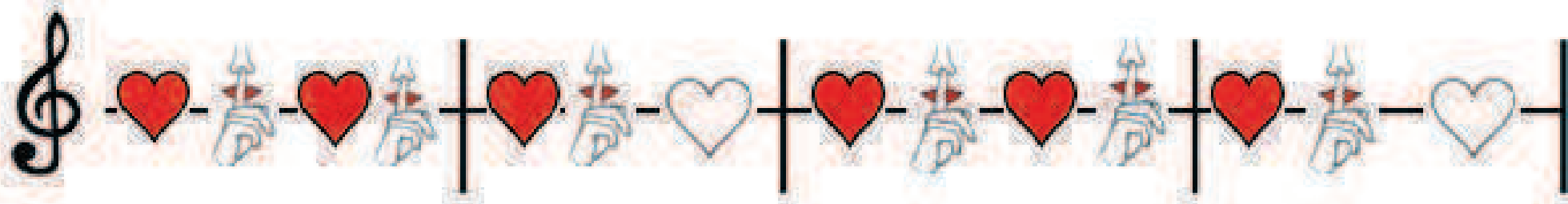


CUERDA STRINGS





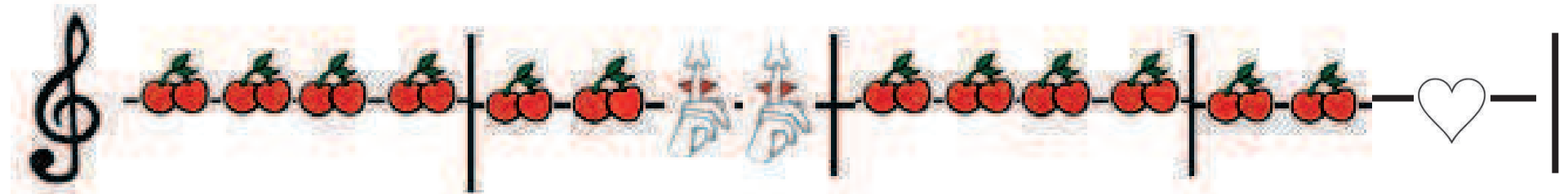
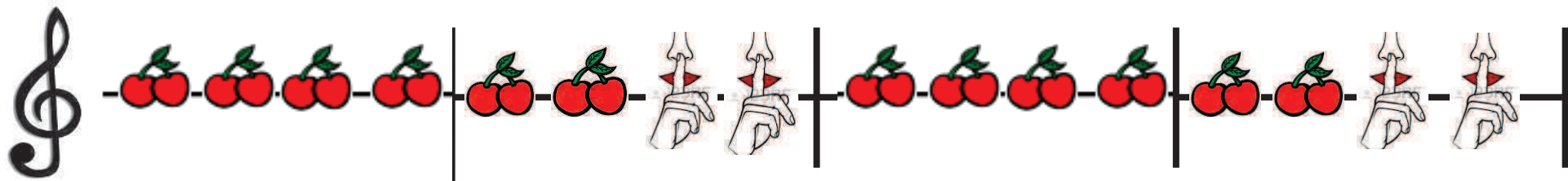
VIENTO WIND



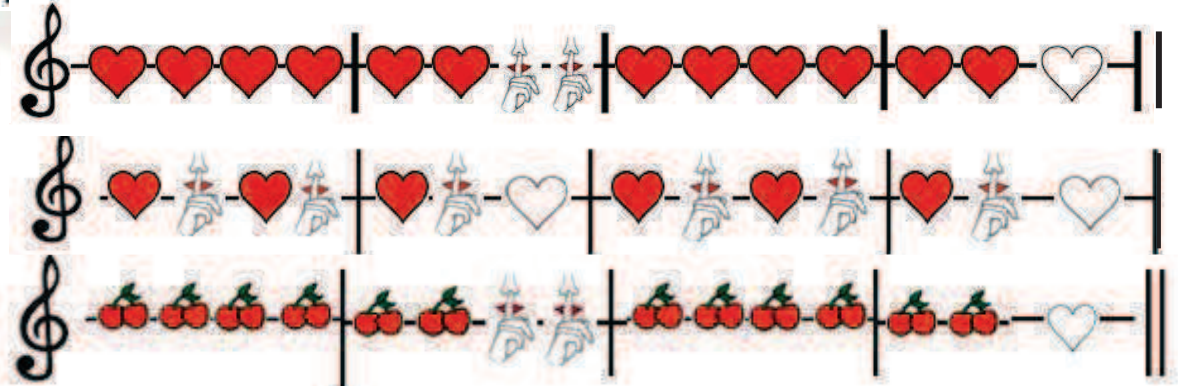
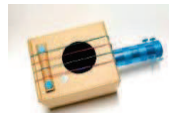
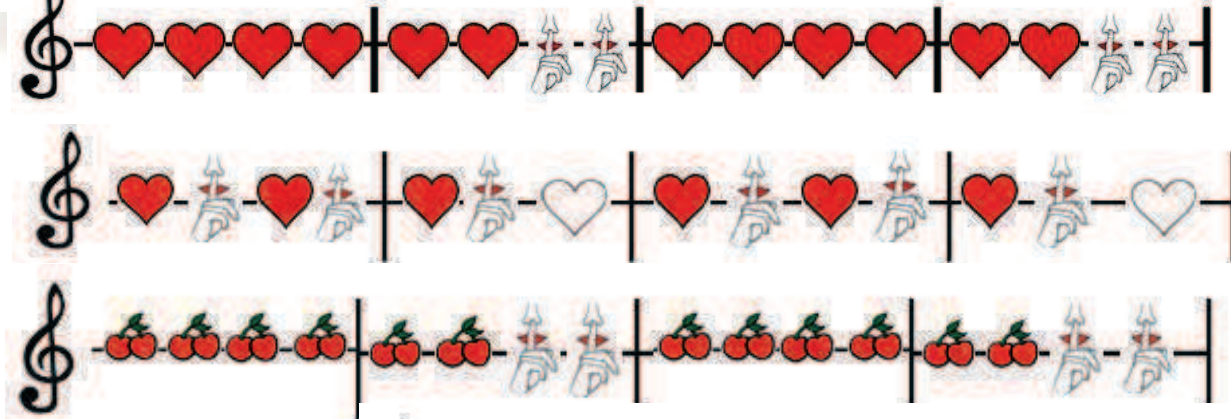
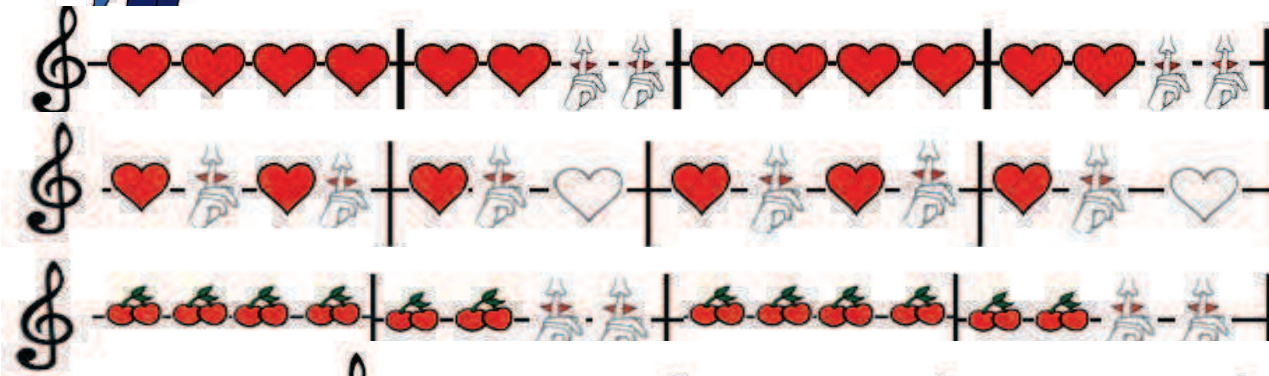
ANNEX 16



**PERCUSIÓN
PERCUSSION**



DIRECTOR - CONDUCTOR



ANNEX 18

